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ABSTRACT

The curriculum consists of a workbook for language minority parents learning English as a Second Language and parenting skills, and a teaching activities guide for instructors. The guide, developed for both literate and non-literate adults, serves three purposes: (1) as a visual aid for the classroom, with pictures introducing English in situations relevant to parenting; (2) as a record for parents participating in the parenting class, for individual practice between classes; and (3) a guide for the teacher for further work in the parents' primary languages, addressing problems and concerns in parenting. Ideas for primary language instruction are included in the individual lesson plans for each unit, contained in the teaching guide. Curriculum unit topics include: education (school organization, registration, at school, parent-teacher communication, visiting your child's school, student evaluation); parenting (family, sharing feelings, developmental stages, helpful hints for parents, working within schedules, using the public library); nutrition (food groups, common foods in the United States, making wise food choices); math (cardinal and ordinal numbers, money, addition, subtraction, multiplication, division); health (children's health problems, forms of medicine, taking your child's temperature, dental health); safety (traffic and home); and citizenship (interview and naturalization). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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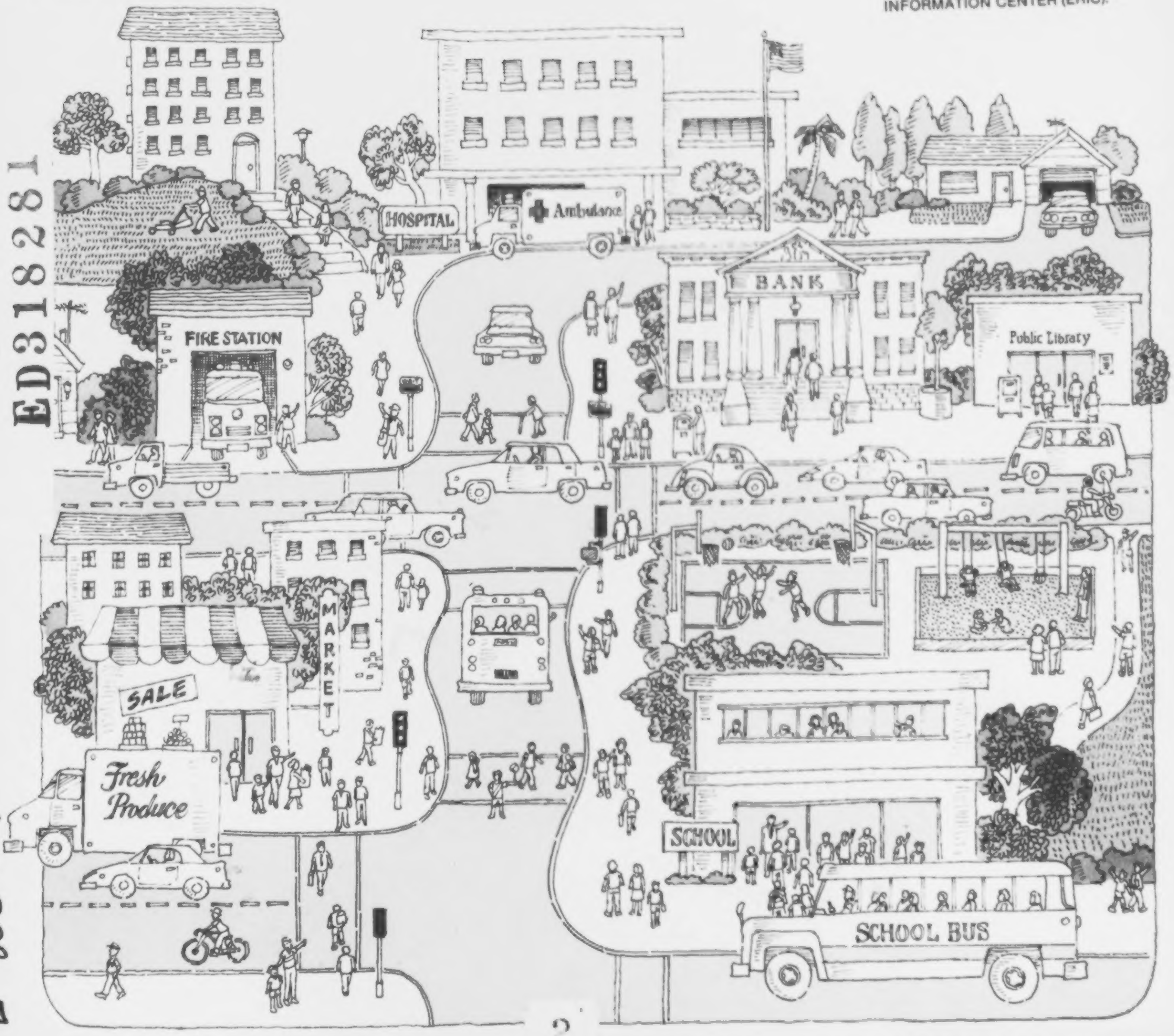
HOSPITAL
Ambulance
FIRE STATION
BANK
Public Library
MARKET
SALE
Fresh Produce
SCHOOL
SCHOOL BUS

FL 800 051

Sacramento-Stockton Family English Literacy Project
Cross Cultural Resource Center • California State University, Sacramento

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Parenting Curriculum
for
Language Minority Parents

Written and compiled by
Grace D. Holt

Illustrated by
Paul Lee

Sacramento-Stockton Family English Literacy Project
Cross Cultural Resource Center
California State University, Sacramento

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Preface

One of the most demanding and challenging jobs in today's society is that of being a parent. The task becomes even more difficult for language minority parents faced with adjusting to a new culture and language at the same time they are trying to provide stability for their children.

In 1985 the United States Department of Education, Office of Bilingual Education and Minority Languages Affairs, began to fund ESEA Title VII Family English Literacy Projects (FELP). The Cross Cultural Resource Center, California State University, Sacramento, was the recipient of one of these grants in 1986. During the implementation of this project, it became obvious that the parents needed material that would fit their needs in both English and parenting. It was at this time that this text began to be developed.

This book addresses the special linguistic and sociocultural situations in which language minority parents need to function. Using the book for teaching both English and parenting skills provides parents with the real language they need in their everyday job of parenting. This text is designed to make their job a little easier and more rewarding.

Acknowledgements

The Cross Cultural Resource Center wishes to recognize the many individuals who have assisted with the development of this text. The illustrator, Paul Lee, spent many hours creating the visuals and bringing the units to life. Gary Ensign is responsible for the design and typesetting of the final draft. He and Paul worked tirelessly and meticulously to design a format and illustrations that would complement the content of the book.

The development of the text came about as the result of the instruction of parenting skills during the 1986-87 and 1987-88 academic years. The content of the text was field tested during that time by the bilingual facilitators of the Sacramento-Stockton Family English Literacy Project (FELP). They included Teresa Chew, Carmen Jauregui, Cheav Ly Kea, Somchit Koy, Yue Kue, May Mao Lee, Gloria Lira, Chanpheng Norasith, Yolanda Saenz, Anna Sithiphone, Judy Thungc, and Mua Vang. All provided invaluable insights into the various cultures they represent and helped to test the materials for any cultural biases that may have been contained in the original lessons. Much has changed as a result of their careful editing.

Recognition is also due the ESL instructors who field tested the lessons in ESL. Paul Del Rio, Lillian Fong, Nancy Shephard, and Mark Waite worked with the original units on **Nutrition, Health**, and **Safety**. Their suggestions on coordinating the ESL and parenting components were extremely helpful in developing a format for the text. Doug Fannin and Joe McGuire provided valuable feedback on the first edition, and Judith Carpenter worked many hours to revise the unit on **Safety** for the latest edition.

Rene Merino, director of the Cross Cultural Resource Center has given the FELP staff the flexibility and freedom to be creative with the project. His trust and support have contributed to the development of the text as well as the success of the entire project.

Many different books and materials were used to develop the text. Since the titles are too numerous to mention here, a reference section has been included at the end of the Teacher's Activities Guide. Two references, however, *English as a Second Language Resource Manual* and *Cultural Orientation Resource Manual*, developed by the Center for Applied Linguistics (1983), were used extensively for ideas and materials in the Teacher's Activities Guide. These manuals offer many interesting techniques and excellent content for classes in ESL and cultural orientation for language minority adults.

Finally, special gratitude is extended to Mary Mahony and Cindy Ryan, Office of Bilingual Education and Minority Languages Affairs, the United States Department of Education, for their guidance and support during the implementation and development of the Sacramento-Stockton Family English Literacy Project.

Introduction

This book is designed for language minority parents who are learning English as a second language and parenting skills in the Sacramento-Stockton Family English Literacy Project. The book, developed for both literate and non-literate adults, serves three different purposes. First, it is a visual aid for the classroom since pictures are used to introduce English in various situations relevant to parents. These visuals form a point of reference for parents, especially those who are not literate, to receive necessary information for understanding or speaking English.

Second, this book is the parents' own record for the parenting class, which they can use between class meetings for further practice. Individual practice can be done in a variety of ways. If participants have access to tape recorders, lessons can be taped for further listening and speaking practice at home. For sections on "Vocabulary", "Useful Expressions" and "Practice", parents who are literate can practice the words, expressions, and readings along with a tape or on their own. Parents who are non-literate can have family or friends who are literate help them with the words and expressions in the book. Forms and other printed material contained in the text can be studied and discussed with family and friends so parents can understand documents used by the schools and in other areas of their daily lives.

It should be noted that vocabulary, expressions, and practice exercises are included in the book to reinforce spoken language and are not intended to be used for initial literacy practice. Such literacy instruction should be done with the use of materials designed expressly for that purpose. A section on literacy strategies has been included in the Teacher's Activities Guide for beginning literacy students. It should be reviewed and used with pre-literate and beginning literacy students.

Finally, this book provides a guide for the teacher to use for further work in the parents' primary languages. This will help parents to fully understand and discuss problems and concerns they have in the various areas covered in the parenting component. Ideas for primary language instruction are included in individual lesson plans of the Teacher's Activities Guide.

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Unit A: EDUCATION

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School Organization	A - 1
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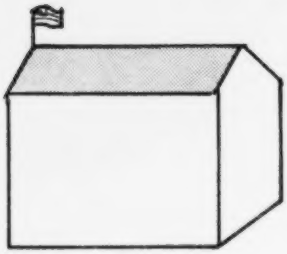
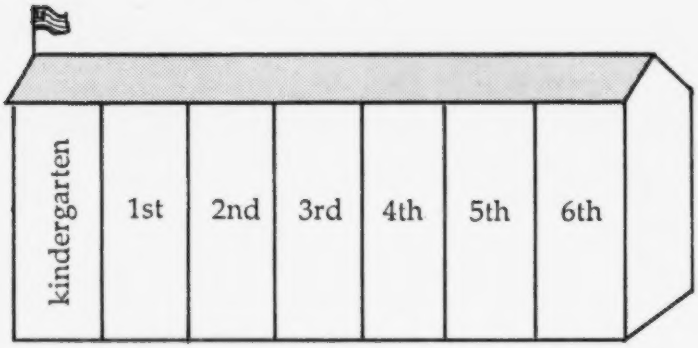
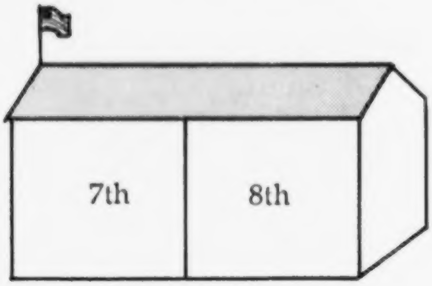
School Organization



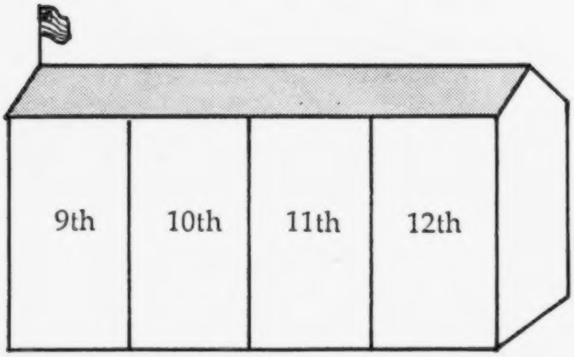
preschool


kindergarten
1st
2nd
3rd
4th
5th
6th

elementary school



middle school


9th
10th
11th
12th

high school

Vocabulary

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

10th Grade

11th Grade

12th Grade

school district

nursery school

preschool

kindergarten

elementary school

middle school

high school

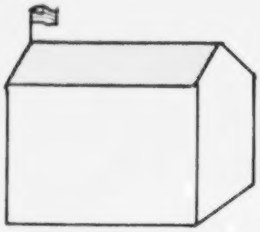
junior high school

senior high school

public school

private school

Practice



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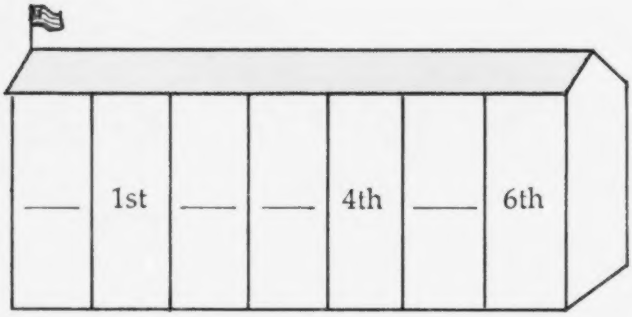

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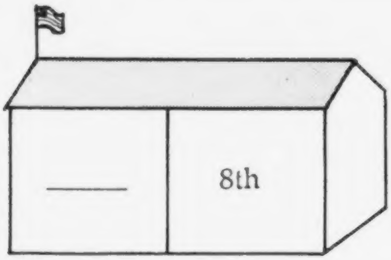

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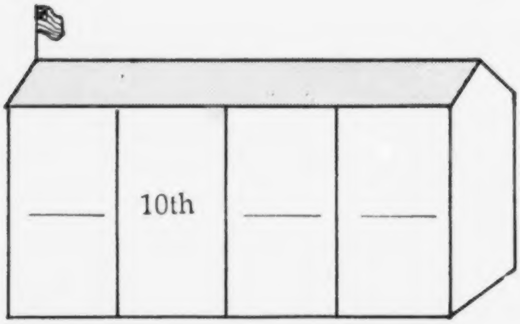


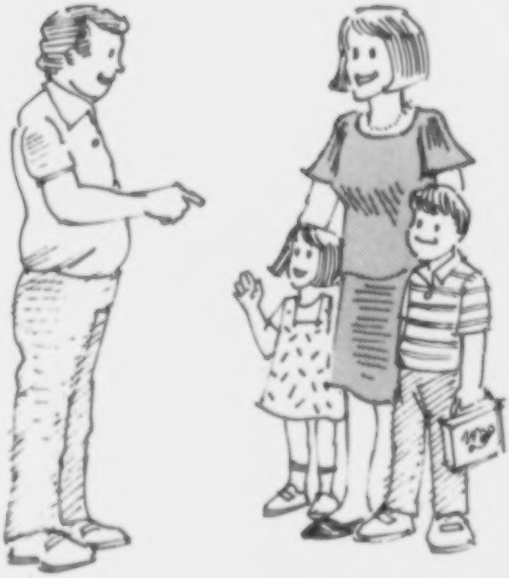
____

preschool
high school
7th

middle school
elementary school
12th

K 3rd 9th
5th 11th 2nd

Useful Expressions



1. Do your children go to school?

   Yes.

2. How many children go to school?

   ________.
   (number)

3. What grades are your children in?

   __________ is in 1st.
   (name)

4. Where does ______ (name) go?

   ______________________.
   (name of school)

5. Where is ______________? (name of school)

   On ______________ Street.

6. How do your children go to school?

   By bus.

   By car.

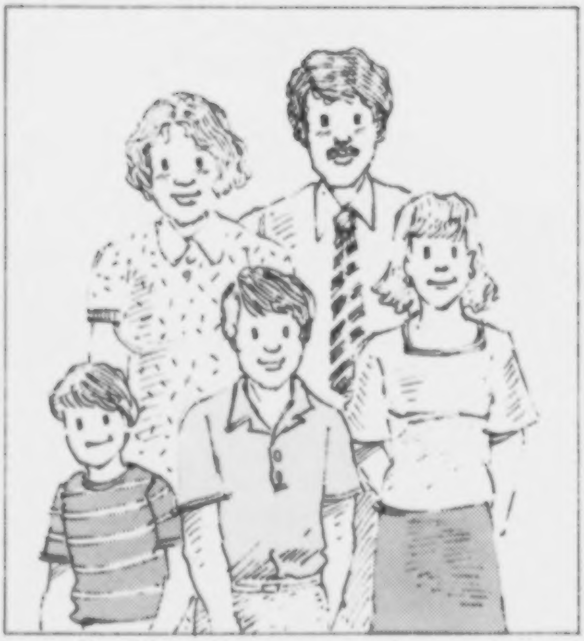
   They walk.

7. Who is ______________'s (name) teacher?

   Mr. ____________. (name)

   Ms. ____________. (name)

Practice



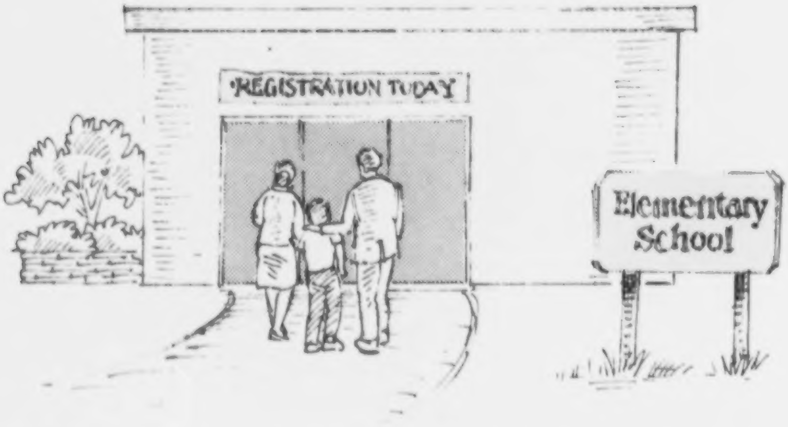
The ______________ Family

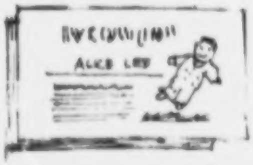
The ______________ have 3 children. All 3 children go to school. They are in 11th grade, 7th grade, and 1st grade.

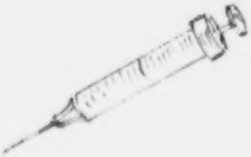
My Family

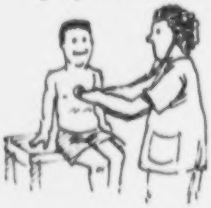
Child	Grade	School	Street	Transportation

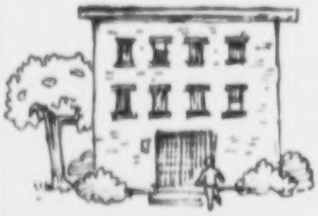
Registration

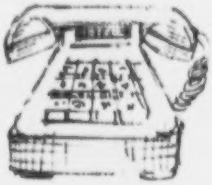

REGISTRATION TODAY
Elementary School


birth certificate

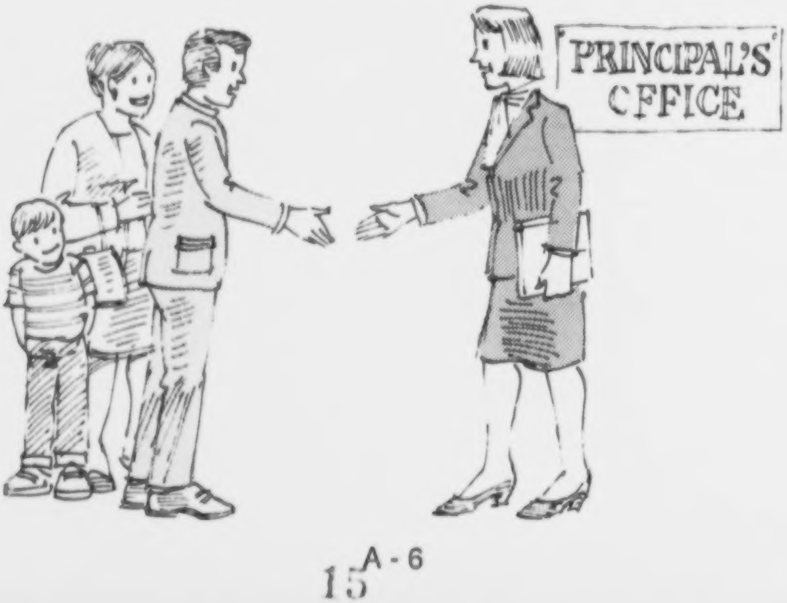

shot record


physical exam


address

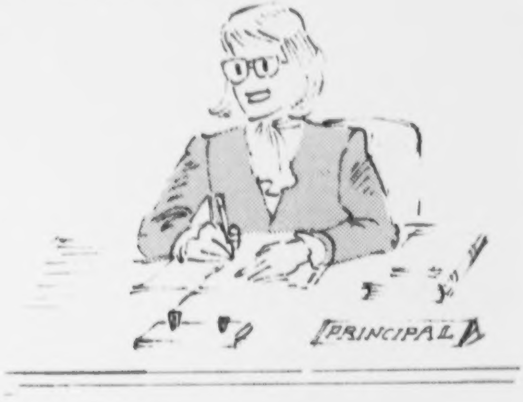

telephone number

555-6666

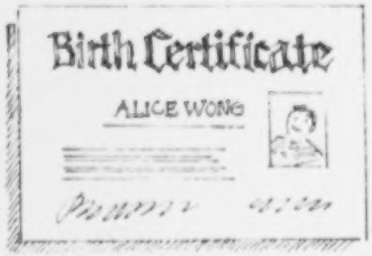

PRINCIPAL'S OFFICE

Vocabulary

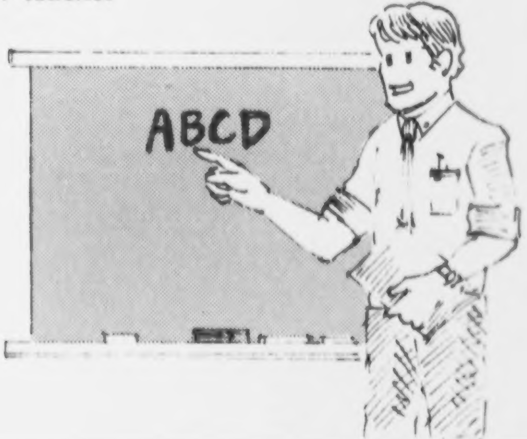
1. Principal's Office



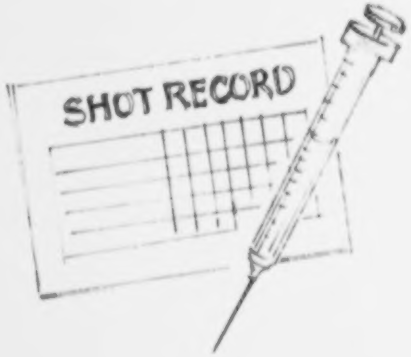
2. birth certificate


Birth Certificate
ALICE WONG

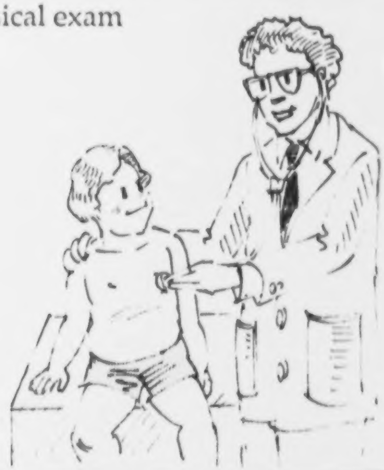
3. teacher



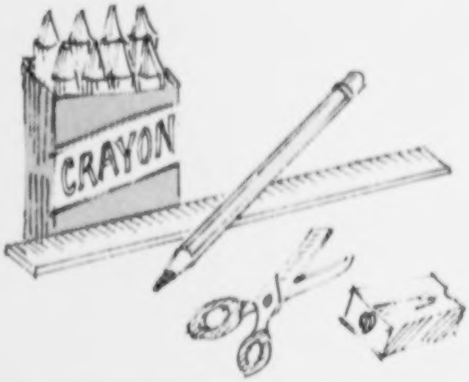
4. shot record


SHOT RECORD

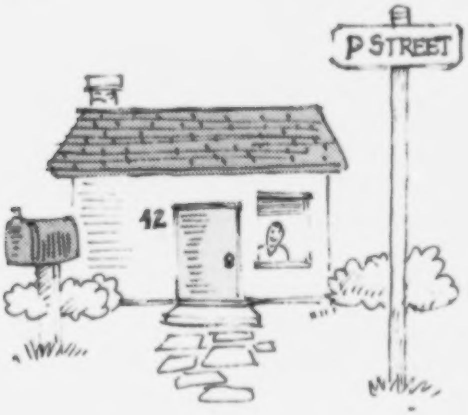
5. physical exam



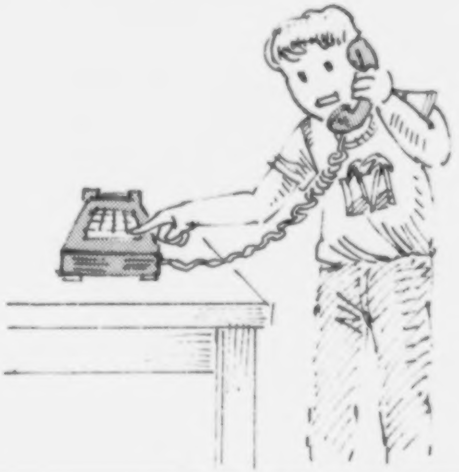
6. school supplies



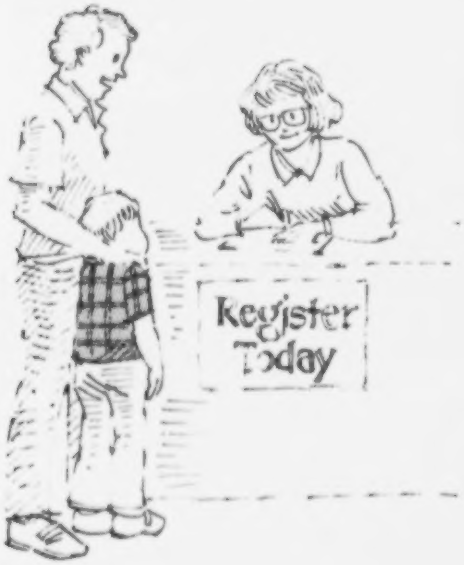
7. address



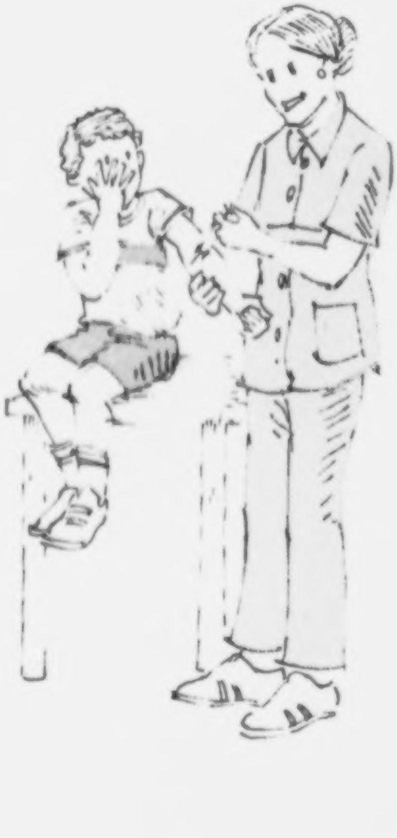
8. telephone number



9. registration


Register Today

10. immunization



Useful Expressions

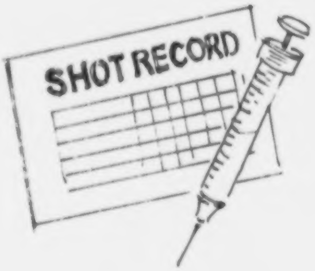
1. I would like to register (enroll) my child for school.

   Just a moment.

2. I would like to see the principal, please.

   One moment, please.

3. He has had ____ years of school.

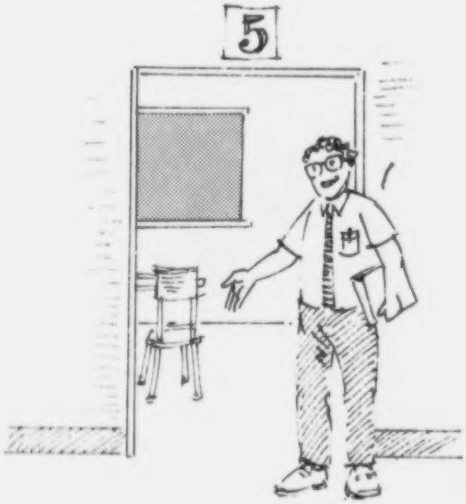


4. This is his shot record.

   Thank you.

5. What grade should he be in?

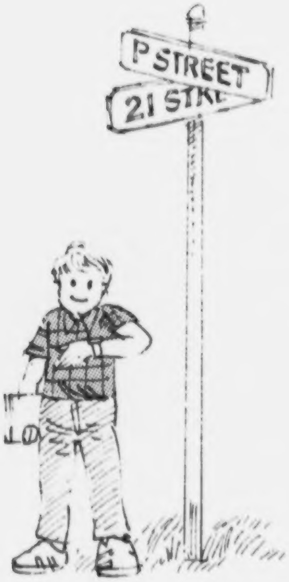
   5th grade.



6. I would like to meet his teacher.

   He's in room 5. You can meet him
   at 1:30 p.m. today.

Useful Expressions



7. Can he take a bus to school?

Yes.

8. Where does he take the bus?

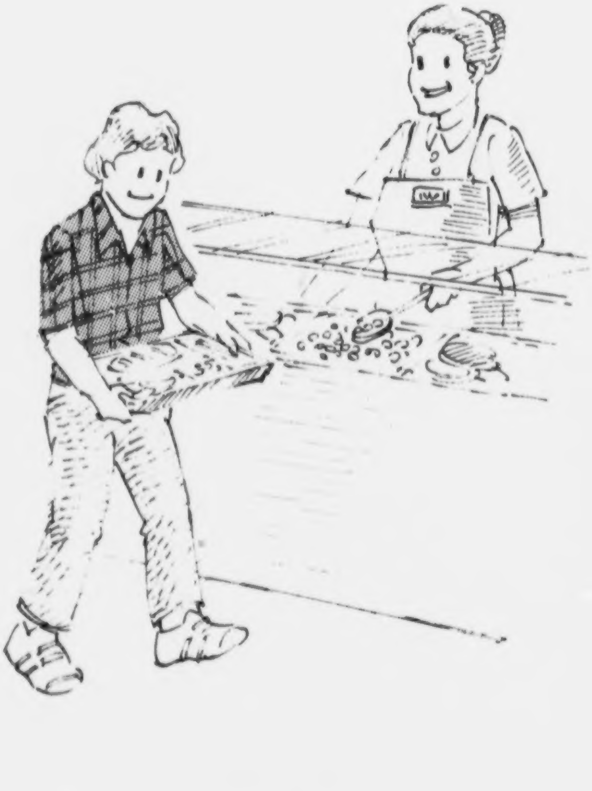
At 21st and P Street.

9. What time should he be there?

7:45 a.m.

10. Do I (we) need to buy school supplies?

No. The school has all the supplies.



11. Is there a cafeteria?

Yes.

12. How much is lunch?

$.45

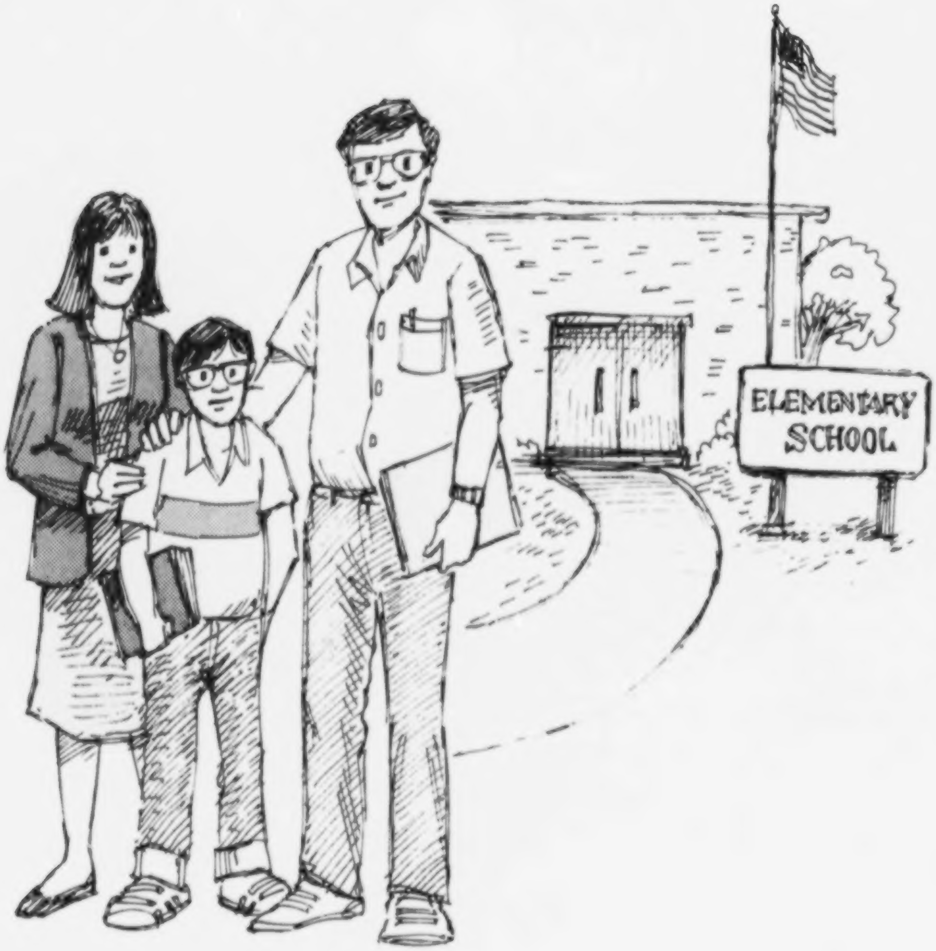
13. Can he bring his lunch?

Yes.

14. Does he have to pay for his lunch at school?

We have free lunch programs for some students.

Practice



School Registration

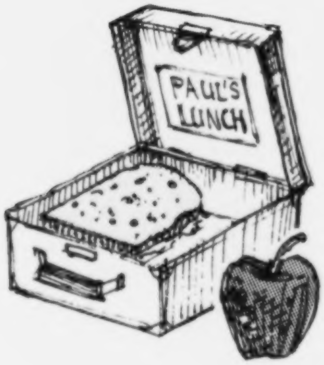
This is the __________ family. They are at school. Today is registration day. __________ enrolls in his new school. He has his birth certificate, shot record, address, and telephone number. He shows them to the principal.

Practice

(Choose the best answer:)

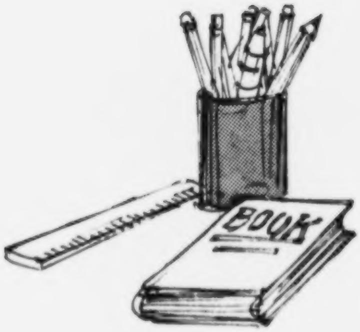
1. Can he bring his lunch?

   a. 45¢
   b. 7:45 a.m.
   c. Yes.


PAUL'S LUNCH

2. What grade should he be in?

   a. 5th grade.
   b. Yes.
   c. Thank you.

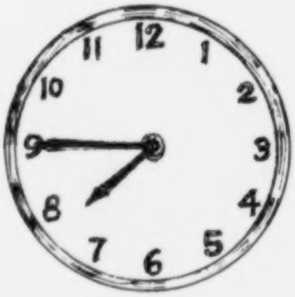


3. Do I need to buy school supplies?

   a. He's in room 5.
   b. At 21st and P Street.
   c. No. The school has all supplies.

4. What time should he be there?

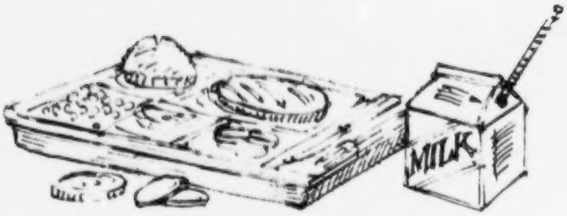
   a. Yes.
   b. 7:45 a.m.
   c. 45¢


12
1
2
3
4
5
6
7
8
9
10
11

Practice

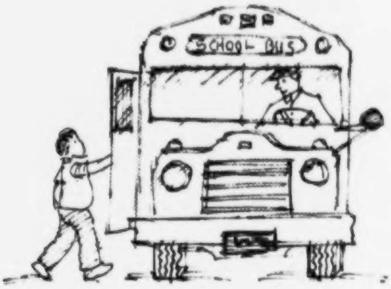
5. How much is lunch?

   a. 5th grade
   b. At 21st and P Street.
   c. 45¢



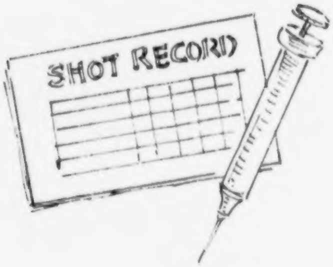
6. Can he take a bus to school?

   a. Thank you.
   b. Yes.
   c. 45¢



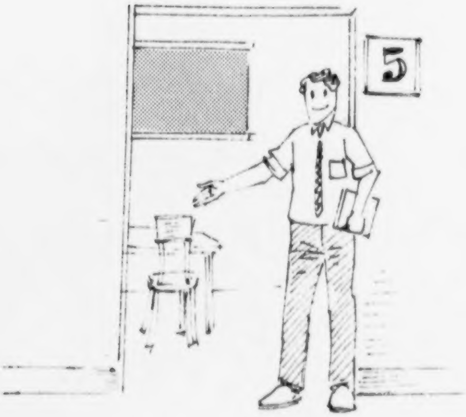
7. This is his shot record.

   a. Thank you.
   b. Yes.
   c. 45¢


SHOT RECORD

8. I would like to meet his teacher.

   a. Thank you.
   b. At 21st and P Street
   c. He's in room 5.



Practice

Health Information

Please check ☐ problems that apply to your child.

1. eye or vision problem ______
   wears glasses ______
   contact lenses _______

2. hearing problem _______
   wears hearing aid ______

3. problem that may result in classroom emergency
   yes ________ no ________

4. long-term illness:
   epilepsy ____ fainting spells ____ diabetes ____
   heart condition ____ other ____________________

5. takes medicine ____ dosage ____ time ____
   physician ____________________

6. allergic to drugs _____ name __________________

7. has problems which limits participation in:
   classroom activities ____ physical education ____

8. brothers and sisters in school:

	Name	School	Grade
1.			
2.			
3.			
4.			
5.			
6.			

Practice

Emergency Card

Student's name ____________________ ____________________ ______
Last First M.I.

Address ________________________________ Apt. # __________

Mother/Guardian's name ____________________ ________________
Business phone #

Father/Guardian's name ____________________ ________________
Business phone #

"If I cannot be reached in an emergency, please contact either adult listed below. They may make decisions concerning my child."

____
Signature

Name of adult ____________________ ____________________ ______
Last First M.I.

Name of adult ____________________ ____________________ ______
Last First M.I.

Practice

Registration Form

Please Print:

Legal student name - Last | First | M.I.

House number | Street name | Street suffix | Apt. # | Zip Code

Birth information | Mo. | Day | Year | Birthplace - City | State/County

Legal Guardian - Last Name | First | M.I. | Relation

Spouse - Last Name | First | M.I.

Original registration this district | Mo. | Day | Year | Registration this school | Mo. | Day | Year

Ethnicity

Name of last school attended | City | State/County

Use this space for written comments:

Registered by school employee ______________________

Signature of person registering pupil ______________________

HOME LANGUAGE SURVEY

ENGLISH

Date: ______

School: ______

Teacher: ______

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: ______ Last ______ First ______ Middle ______ Grade ______ Age ______

1. Which language did your son or daughter learn when he or she first began to talk? ______

2. What language does your son or daughter most frequently use at home? ______

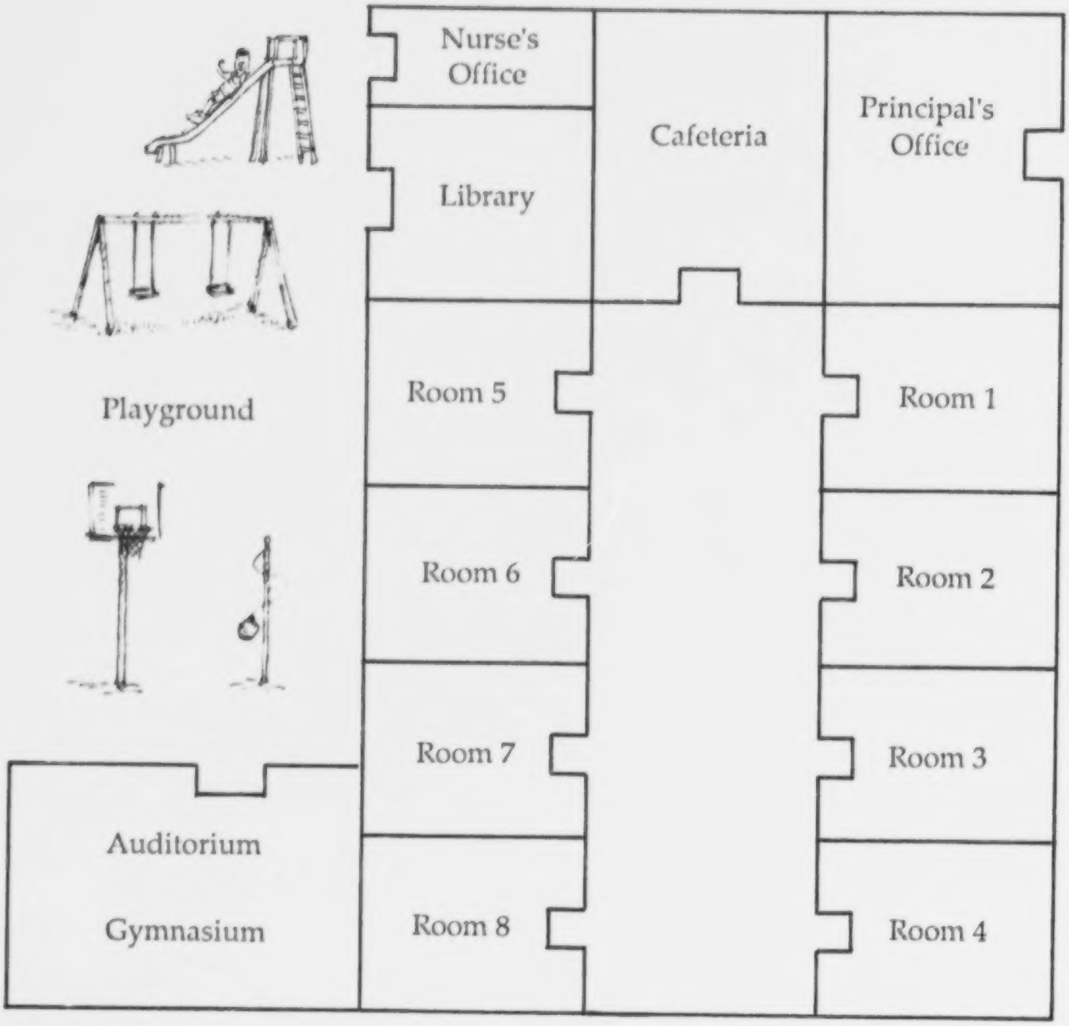
3. What language do you use most frequently to speak to your son or daughter? ______

4. Name the language most often spoken by the adults at home: ______

State of California
Department of Education
OPER - LS 77 R - 6/78

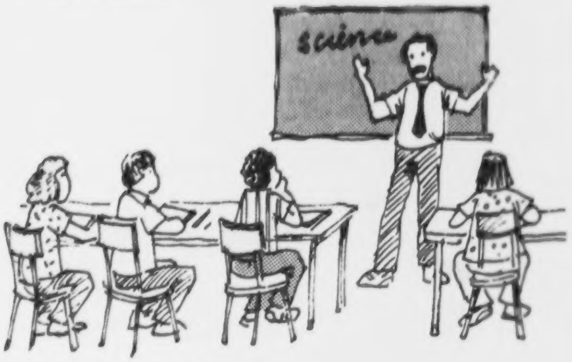
______
Signature of parent or guardian

At School

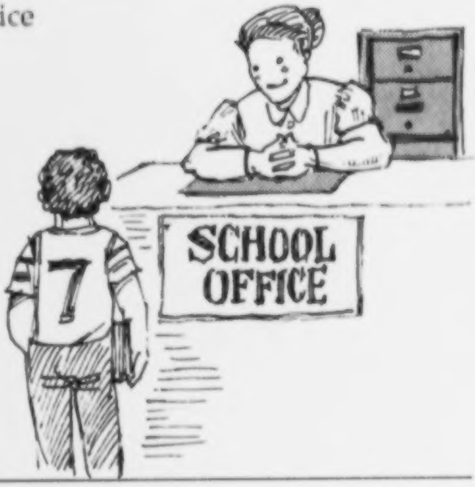

Nurse's Office
Cafeteria
Principal's Office
Library
Room 5
Room 1
Playground
Room 6
Room 2
Room 7
Room 3
Auditorium
Gymnasium
Room 8
Room 4

Vocabulary

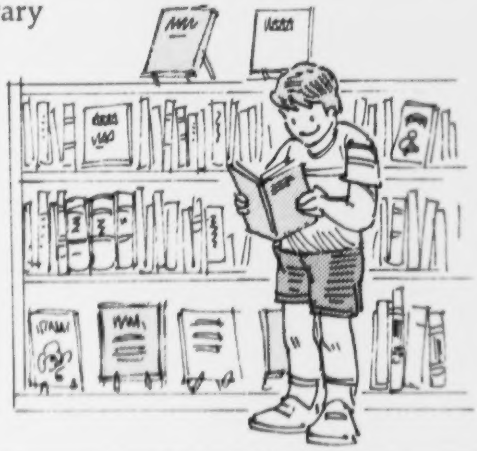
1. classroom



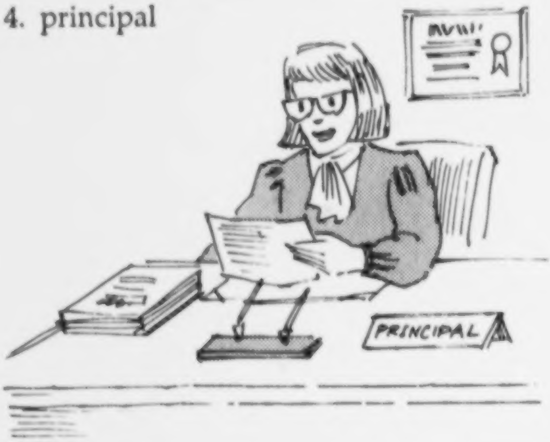
2. office


SCHOOL OFFICE
7

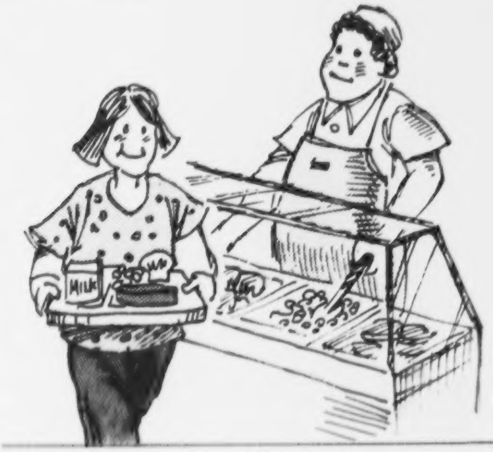
3. library



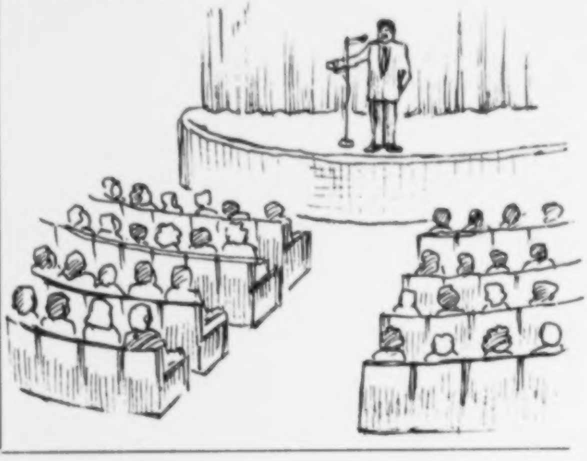
4. principal



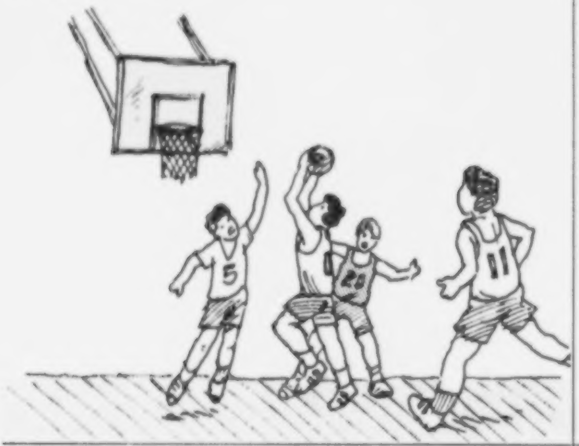
5. cafeteria



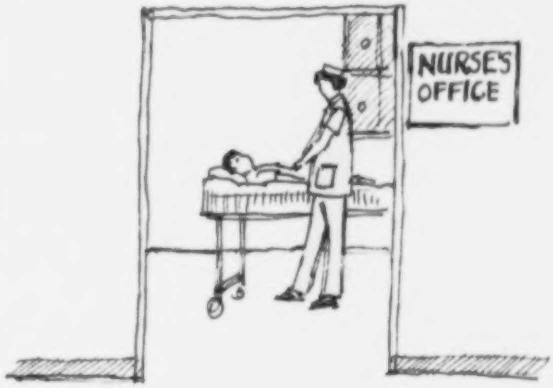
6. auditorium



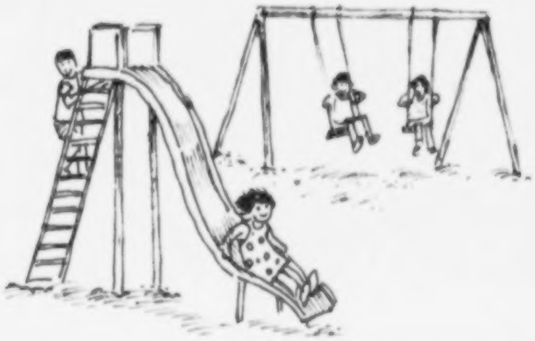
7. gymnasium



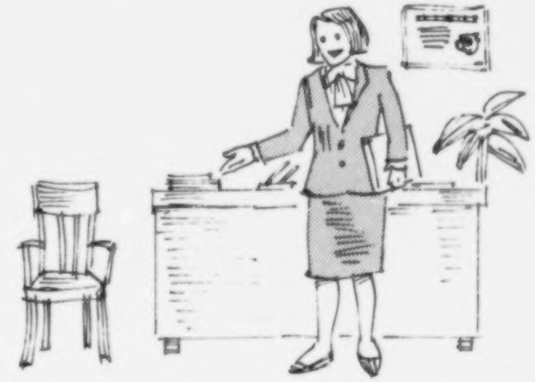
8. Nurse's Office


NURSE'S OFFICE

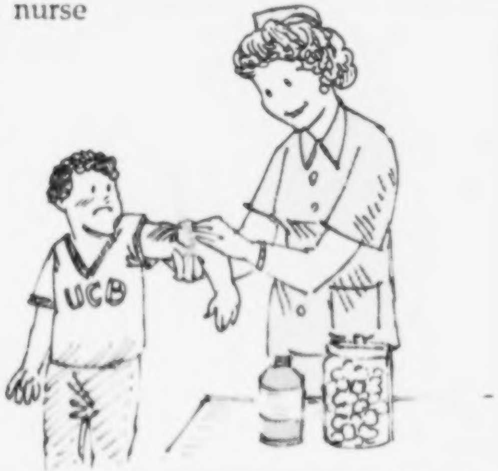
9. playground



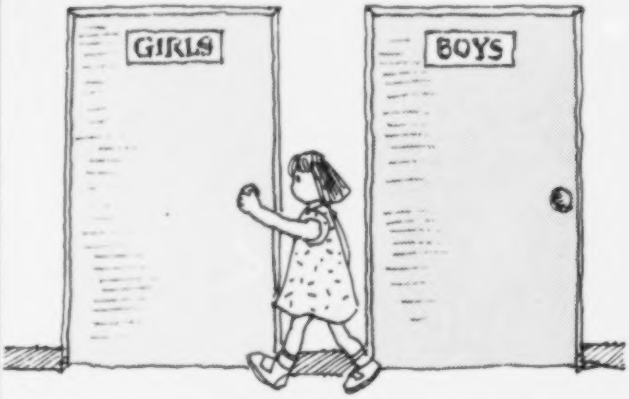
10. Principal's Office



11. nurse



12. restroom



Useful Expressions

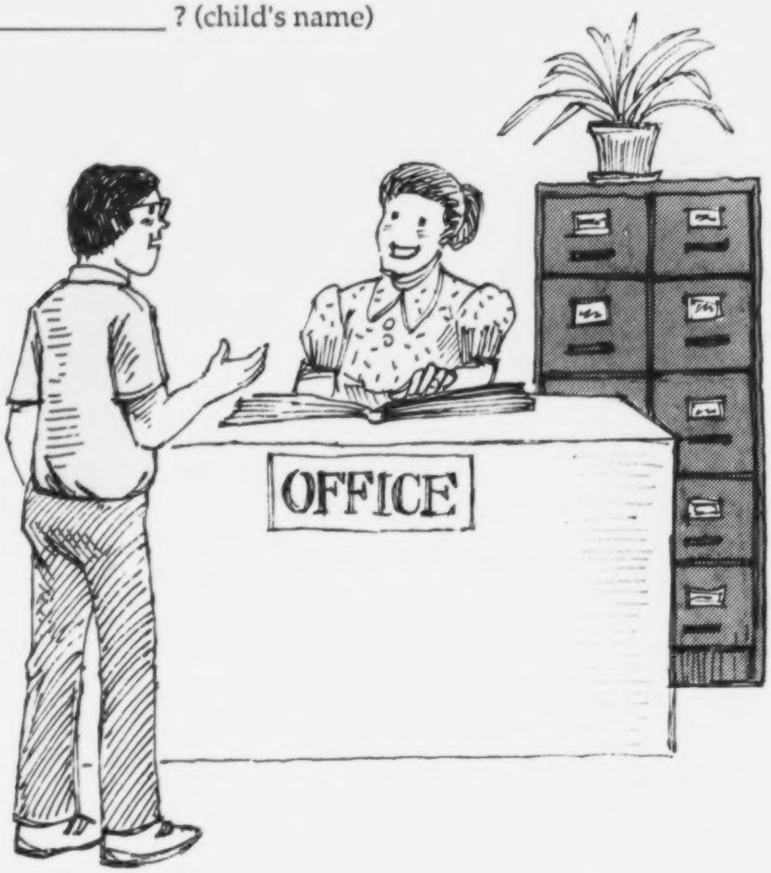
1. Where's the __________ ? (name of room)

2. Is ____________ (name of teacher/principal) here?

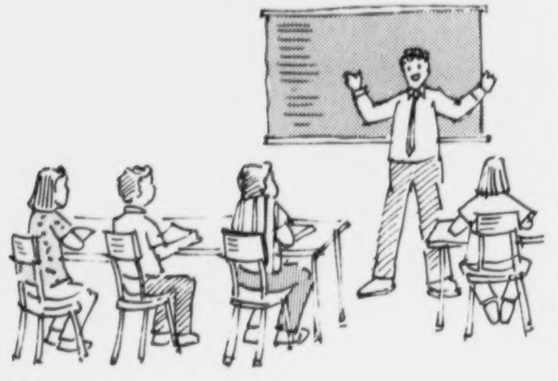
3. When may I see _____________ ? (name)

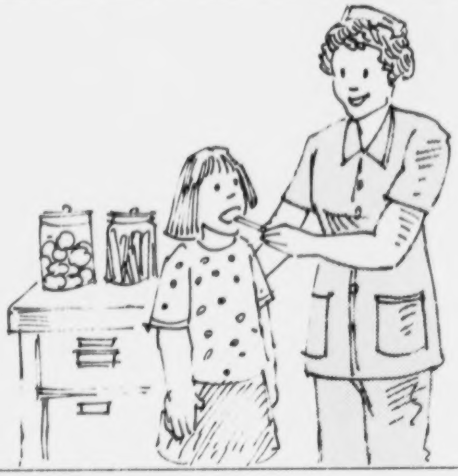
4. What room is my son/daughter in?

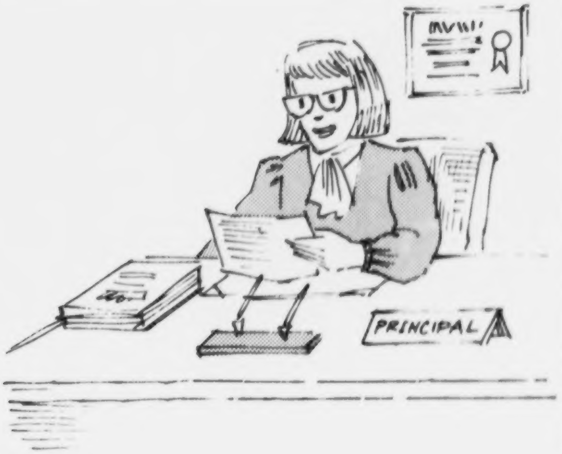
5. Where's ___________________ ? (child's name)

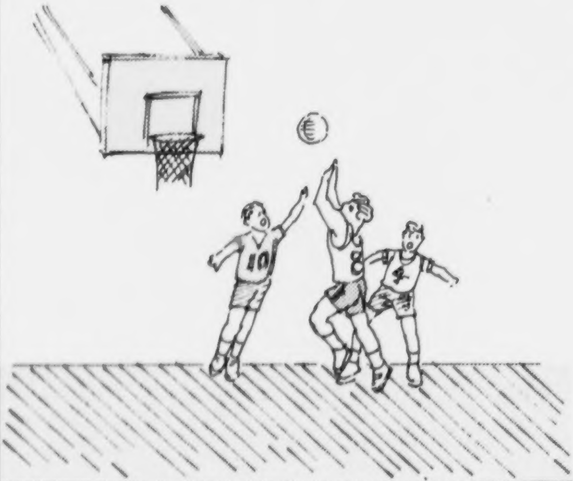


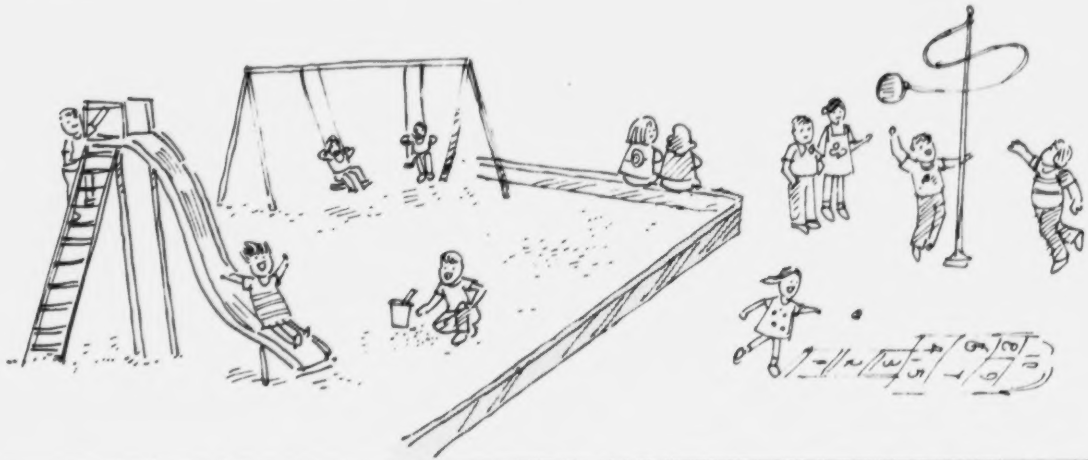
Practice



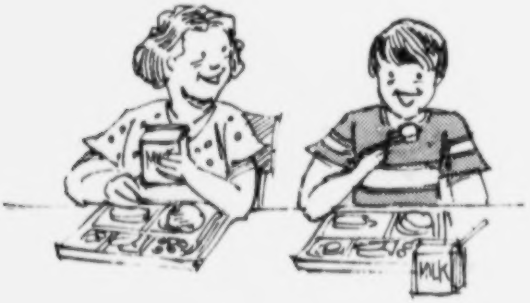


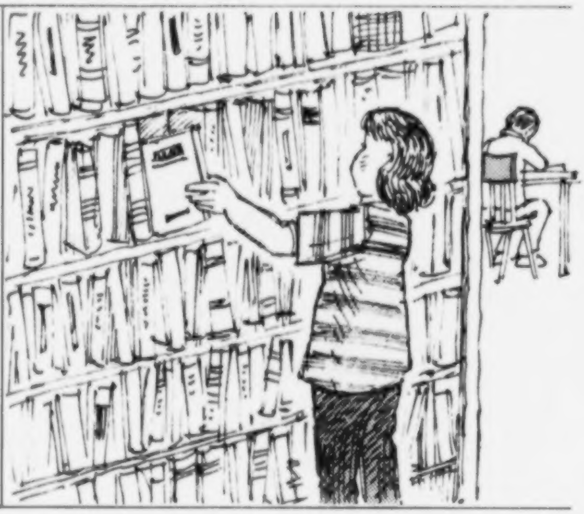






Practice





Lincoln School

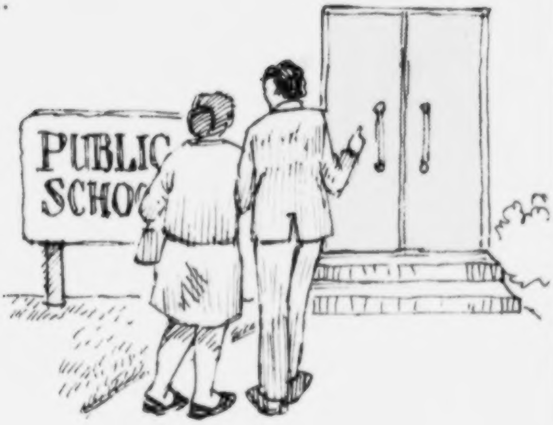
Lincoln School is big. It has many rooms. Some students and teachers are in their classrooms. One child is sick. She is in the nurse's office. The principal is in her office. Some children are playing in the gym, and some are playing on the playground. Many children are eating lunch in the cafeteria. A few students are in the library.

(Circle the better answer:)

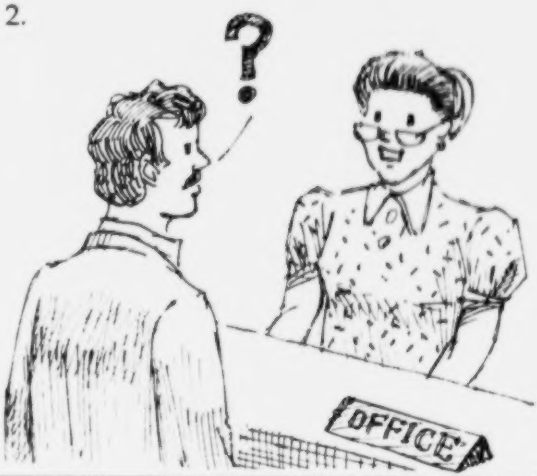
1. Lincoln School is big. Yes No
2. It has many rooms. Yes No
3. Three children are sick. Yes No
4. Some children are eating in the gym. Yes No
5. Many children are eating lunch in the cafeteria. Yes No
6. A few students are in the library. Yes No
7. The principal is in the nurse's office. Yes No

Parent Teacher Communication

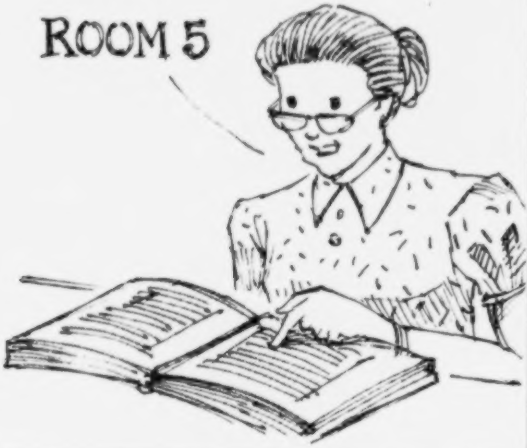
1.


PUBLIC
SCHO

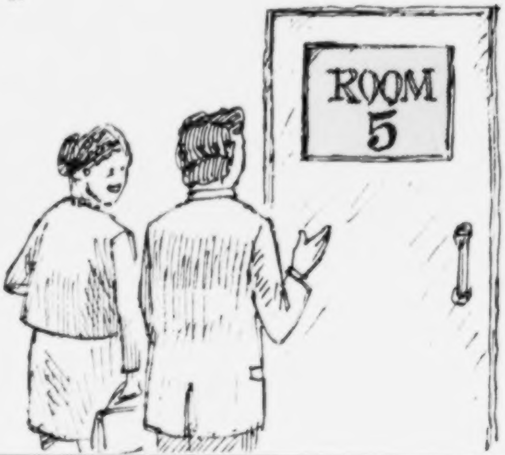
2.



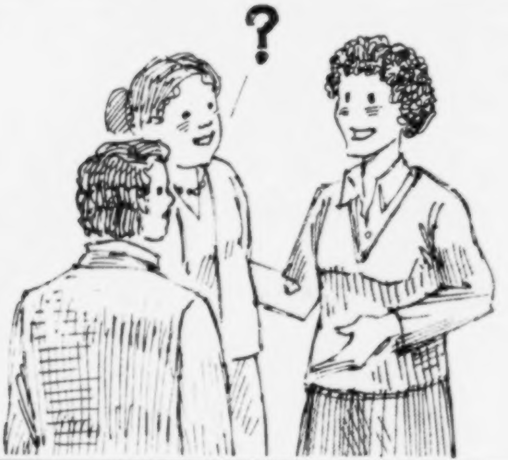
3.



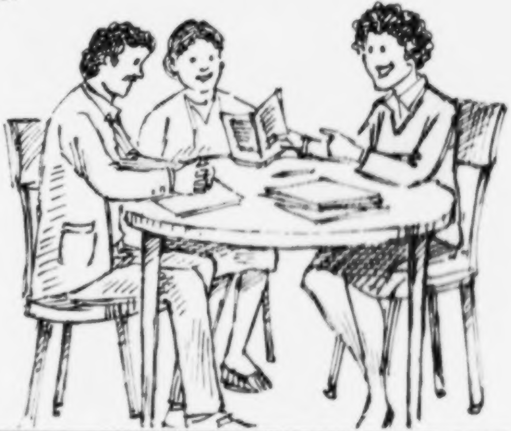
4.



5.

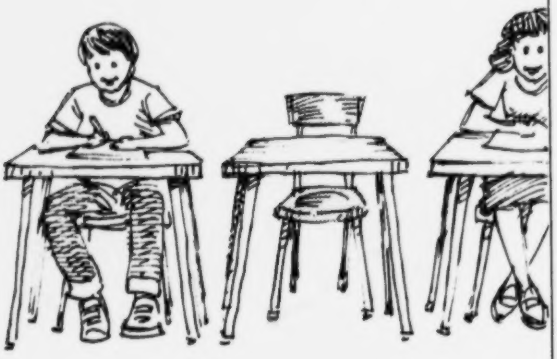


6.

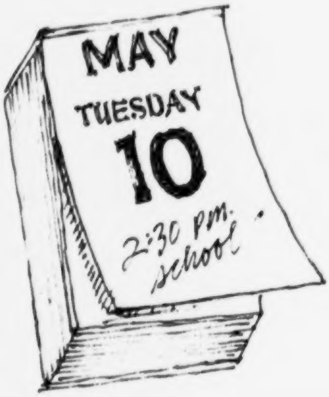


Vocabulary

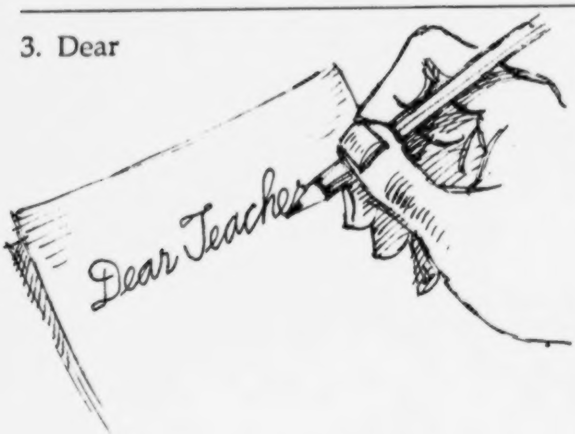
1. absent



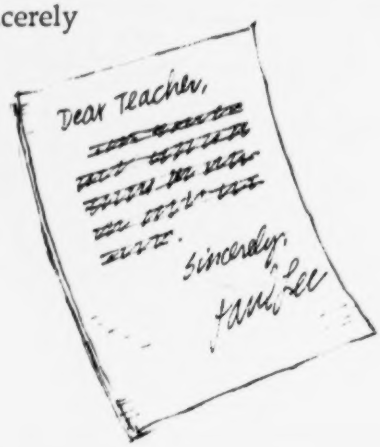
2. appointment


MAY
TUESDAY
10
2:30 pm.
school

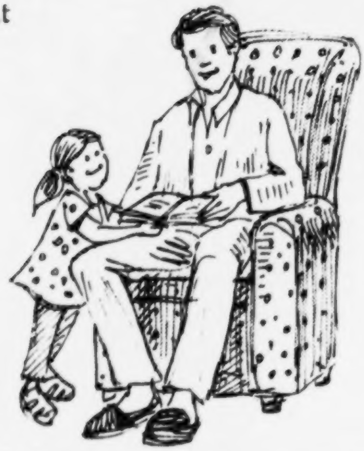
3. Dear


Dear Teacher

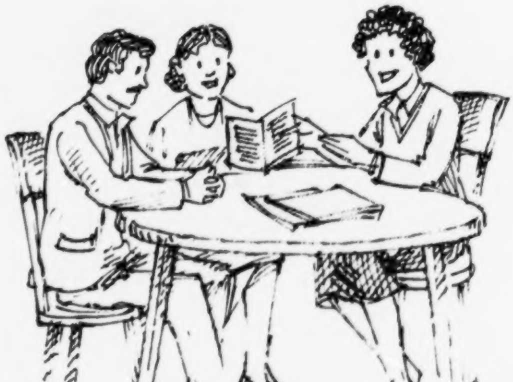
4. Sincerely


Dear Teacher,
Sincerely,
Tam Lee

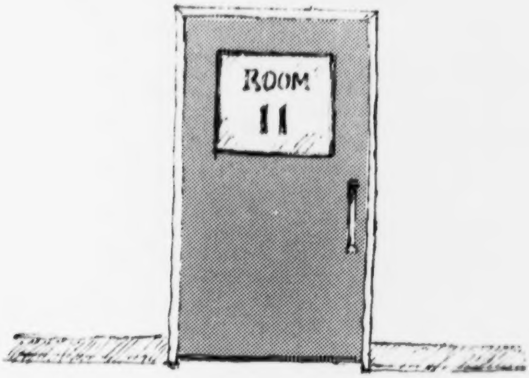
5. parent



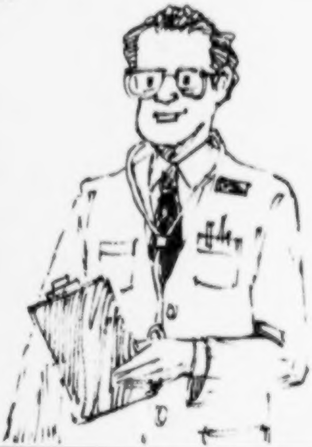
6. conference



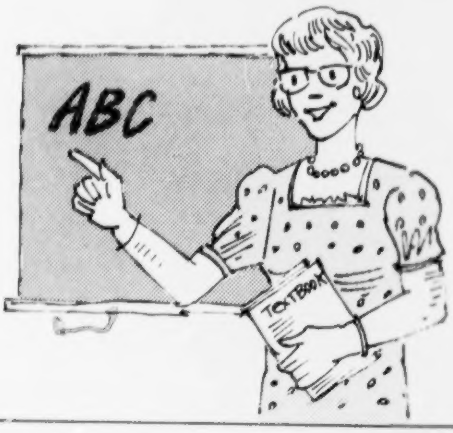
7. room



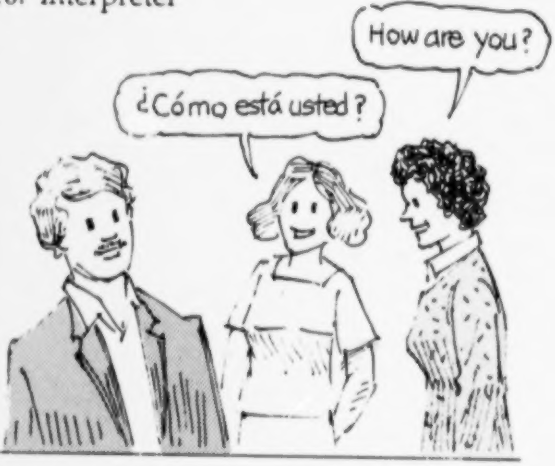
8. doctor



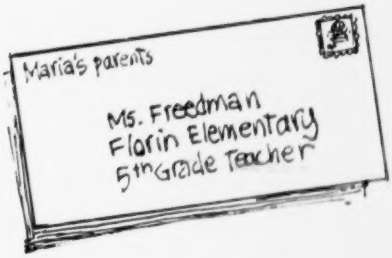
9. teacher


ABC
TEXTBOOK

10. interpreter


How are you?
¿Cómo está usted?

11. letter


Maria's parents
Ms. Freedman
Florin Elementary
5th Grade Teacher

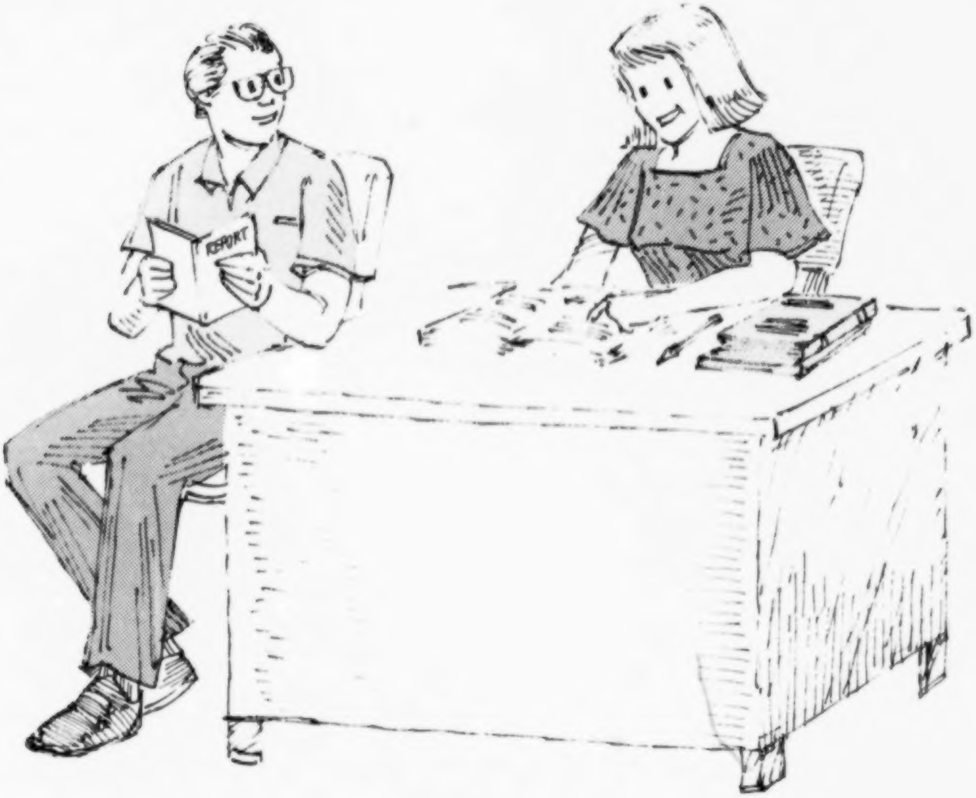
Useful Expressions

1. Hello. My name's ______________ .
   I'm Mrs. _________________ . Nice to meet you.

2. I'm ______________'s father.

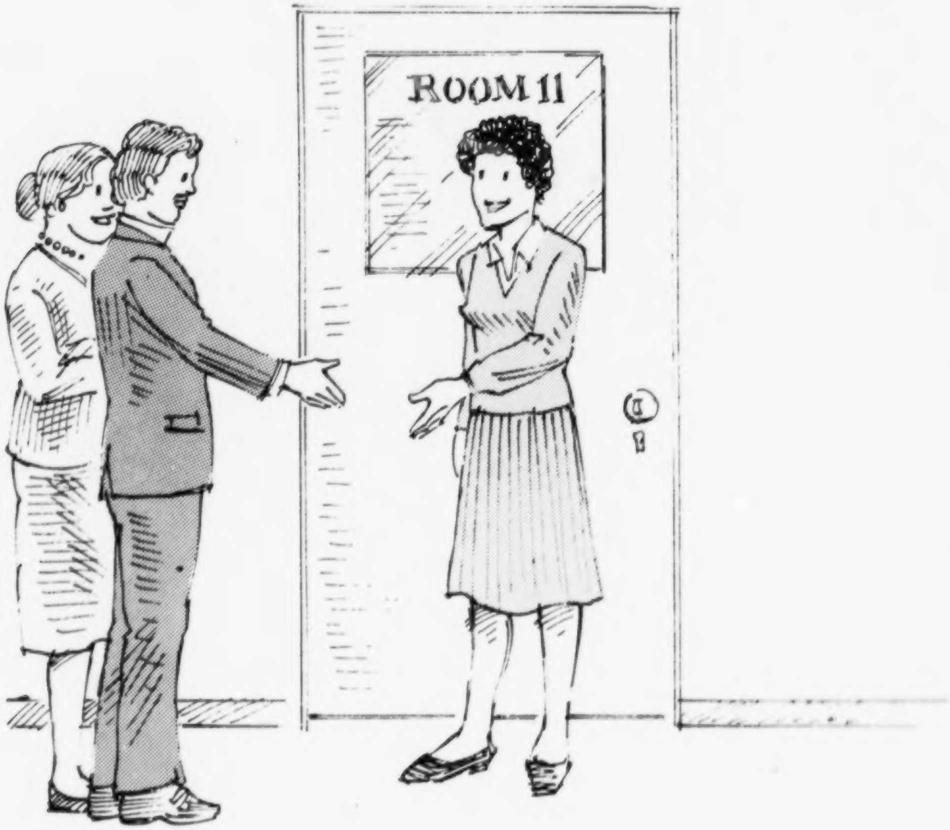
3. I would like to know how _____________ is doing in school.

   She's doing very well. She needs help with ________________ .



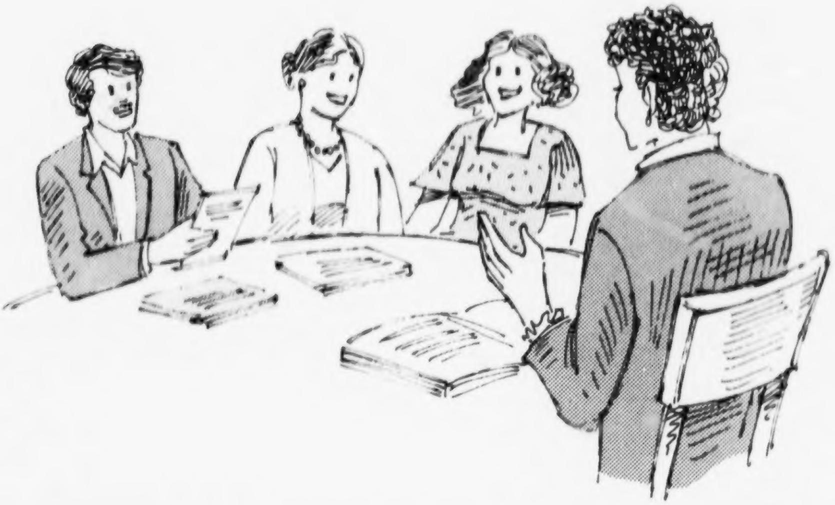
Practice

Mr. and Mrs. _______________ are at school. They are with their daughter's teacher. The teacher's name is Ms. _______________ . She is in room 11. Ms. _______________ likes parents to come to school. She likes to talk to parents about their children.



Practice

Parent Teacher Conferences



Most schools have parent teacher conferences two times a year. The teachers and parents talk about how their children are doing in school. The conferences are for parents and teachers to help children do well in school. Some parents may not speak English. That is okay. The school must ask someone who speaks the parents' language to be an interpreter.

(Circle the better answer:)

1. Schools have parent teacher conferences three times a year. Yes No

2. Teachers and parents talk about how their children are doing in school. Yes No

3. The conferences are to help children. Yes No

4. Parents must speak English to go to conferences. Yes No

5. Schools must have an interpreter. Yes No

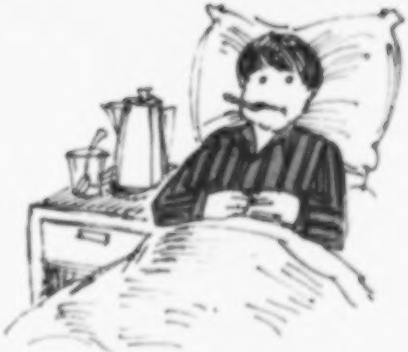
Practice

October 8, 1988

Dear Mrs. Ramirez,

Mua was absent yesterday.
He was sick.

Sincerely,
Mai Vang

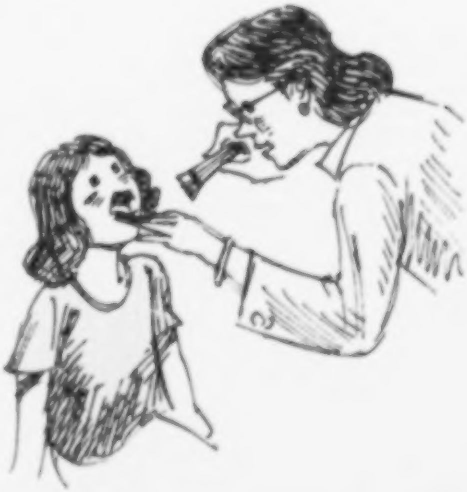


______________ (date)

Dear Mr. ____________ ,

I will pick ____________ up at _________
today for a doctor's appointment.

Sincerely,
___________ (name)

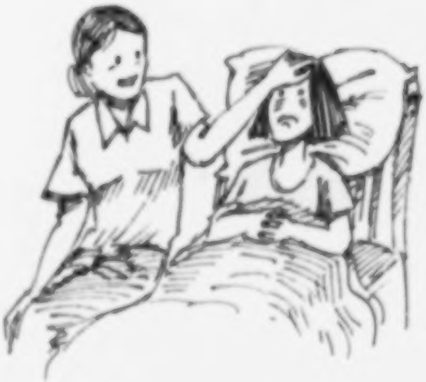


______________ (date)

Dear ____________ ,

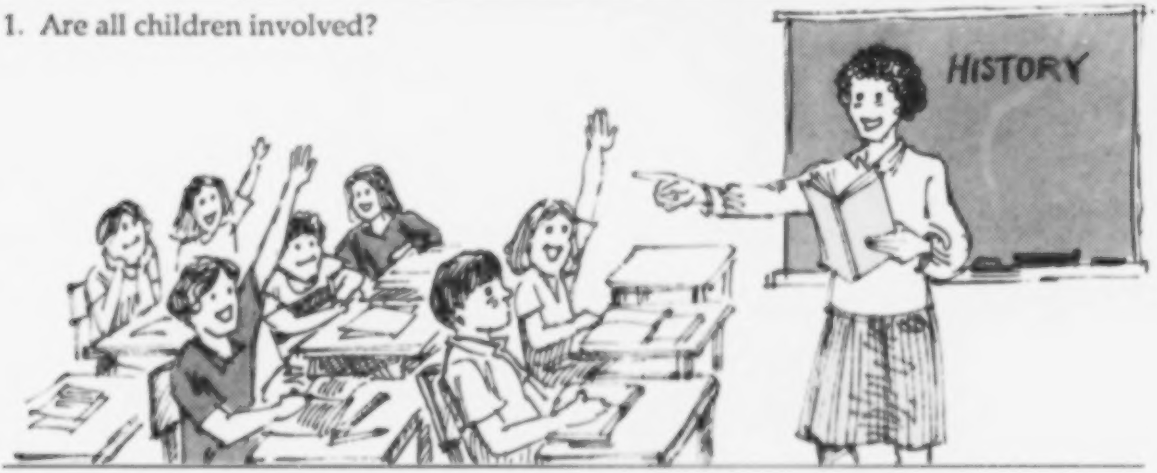
__________ was _________ __________
_________ was sick.

Sincerely,
___________ (name)

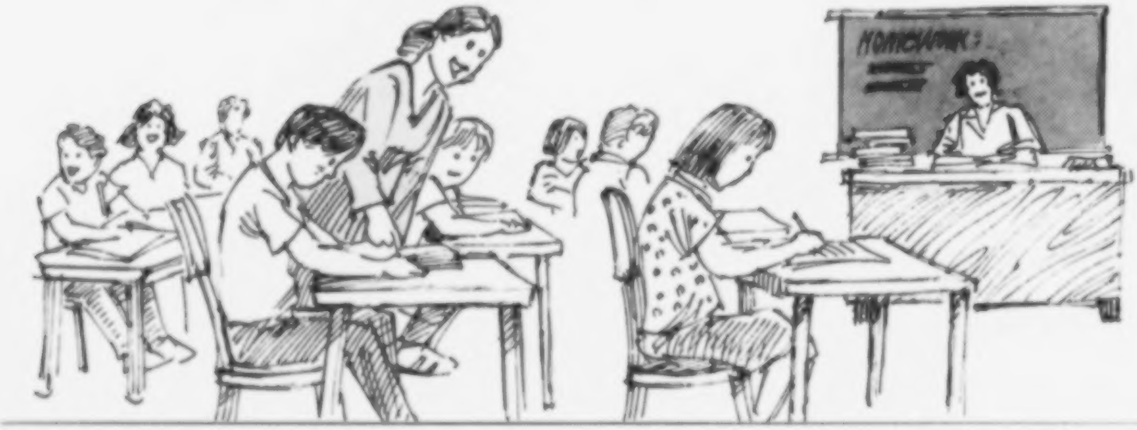


Visiting Your Child's School: Guidelines for Parents

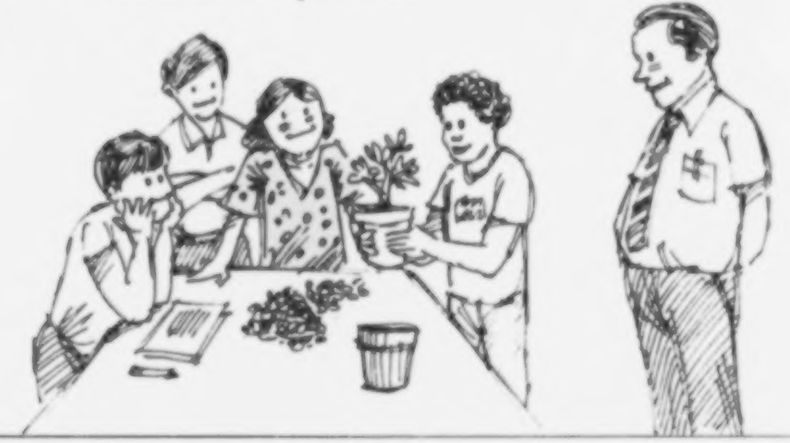
1. Are all children involved?



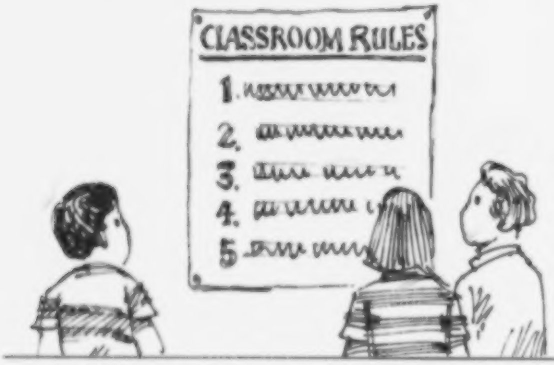
2. Is there an aide or volunteer parent in the classroom?



3. Is the classroom comfortable and pleasant?

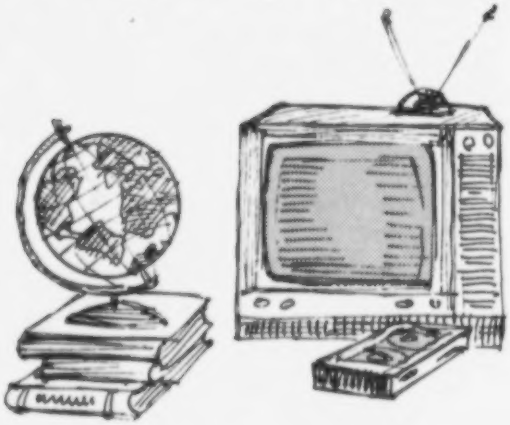


4. Do the children know and obey the classroom rules?

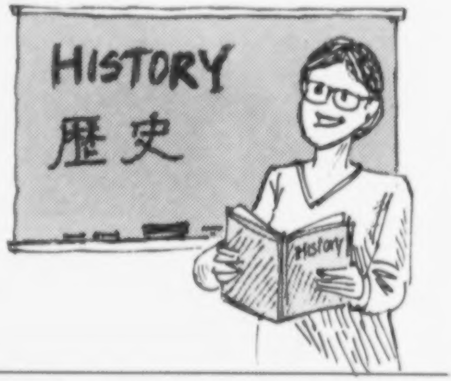

CLASSROOM RULES
1.
2.
3.
4.
5.

5. Do the children study about other cultures?

6. Are many materials available?



7. Are both languages used in a bilingual classroom?

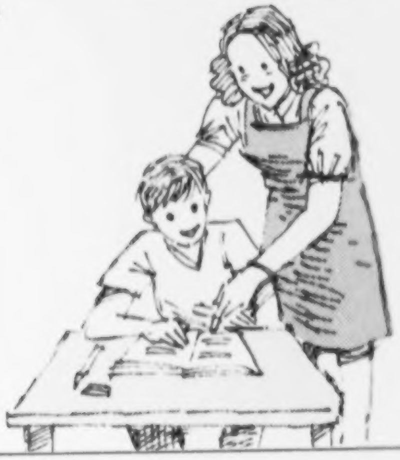

HISTORY
歴史
History

8. Do children respect the teacher and each other?

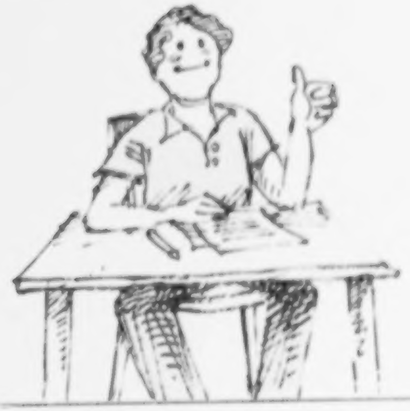
9. Do children and the teacher like to learn?

Vocabulary

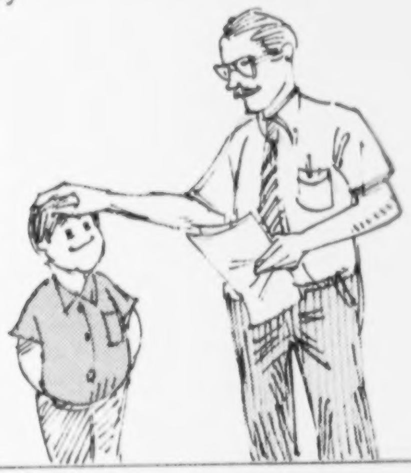
1. aide



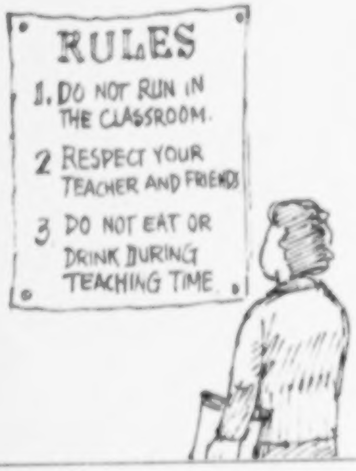
2. comfortable



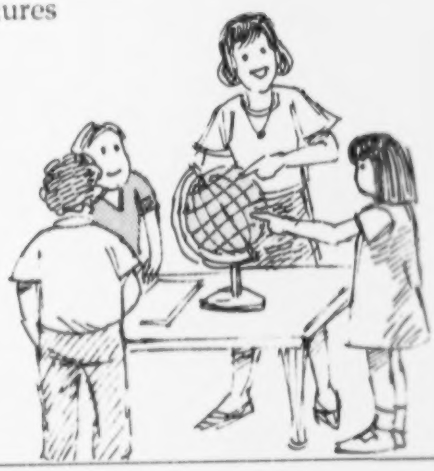
3. obey



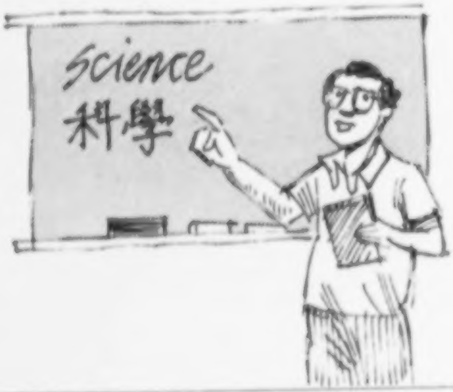
4. rules


RULES
1. DO NOT RUN IN THE CLASSROOM.
2 RESPECT YOUR TEACHER AND FRIENDS
3. DO NOT EAT OR DRINK DURING TEACHING TIME.

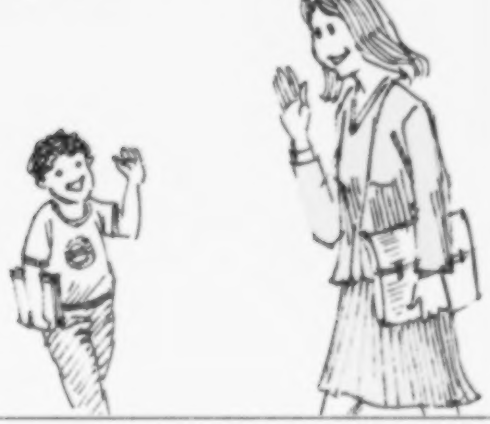
5. cultures



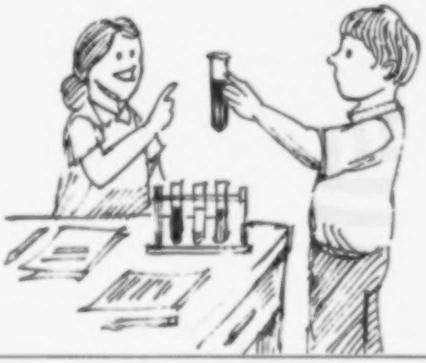
6. bilingual



7. respectful

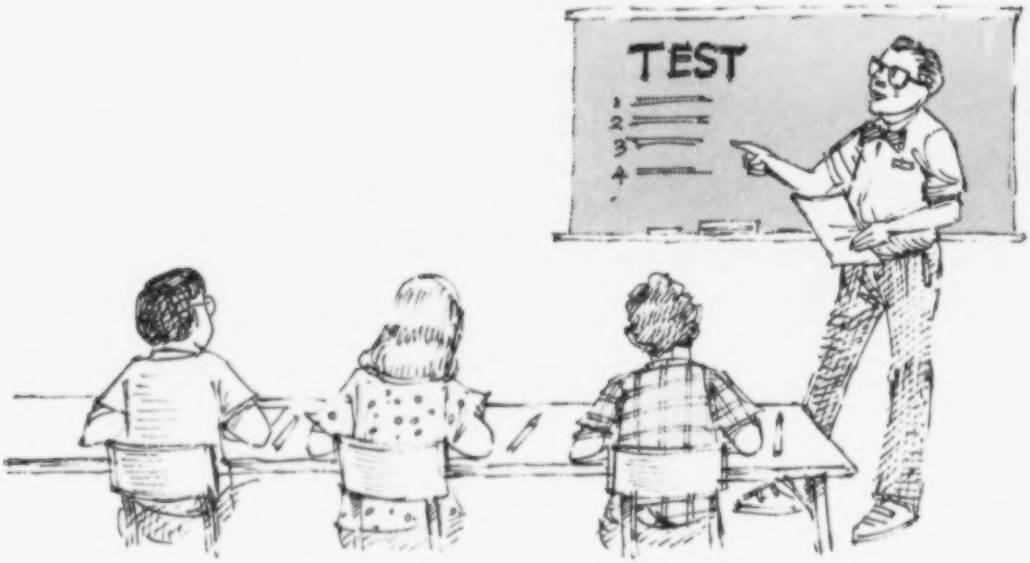


8. cooperatively



Student Evaluation

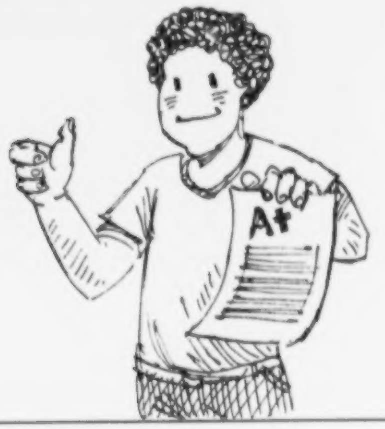
Report Card



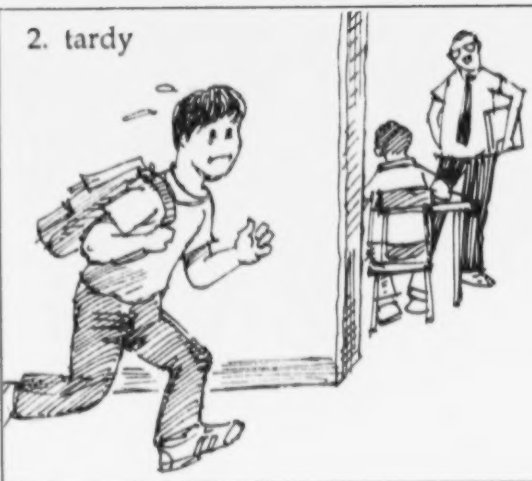
1	2	3	4
September	December	March	June
October	January	April	July
November	February	May	August

Vocabulary

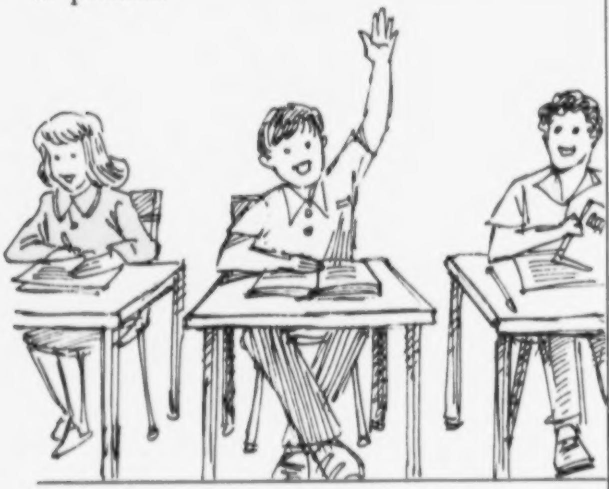
1. excellent



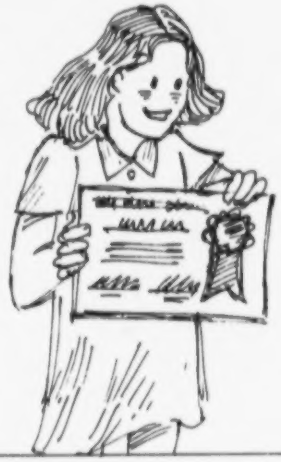
2. tardy



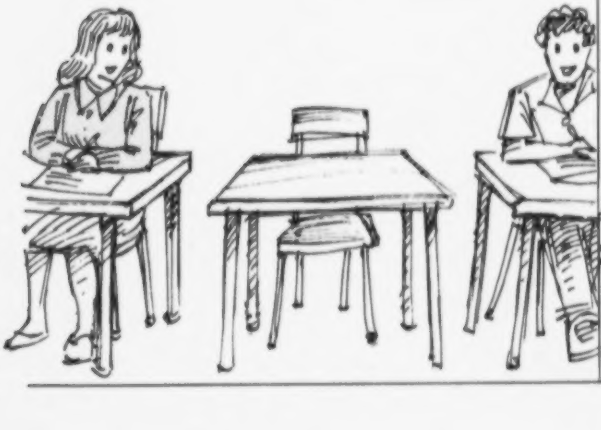
3. present



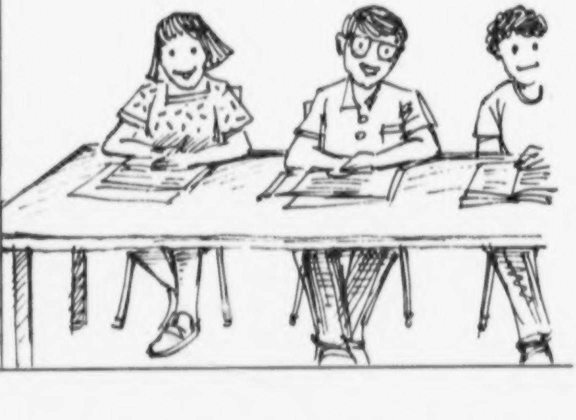
4. outstanding



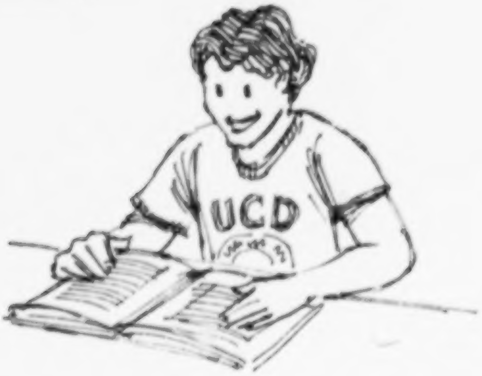
5. absent



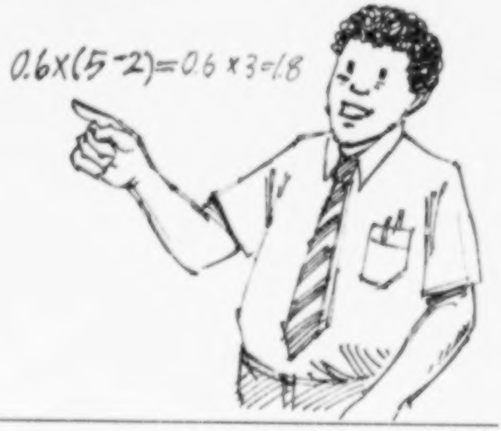
6. citizenship



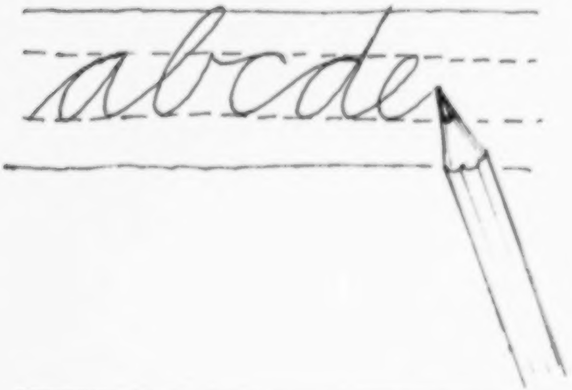
7. reading



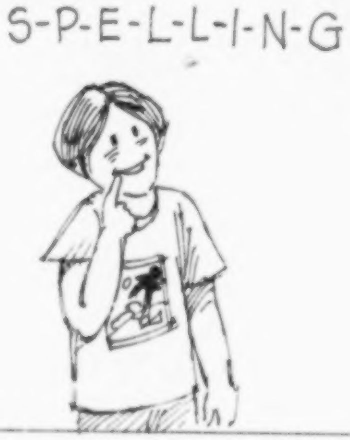
8. mathematics


0.6x(5-2)=0.6x3=1.8

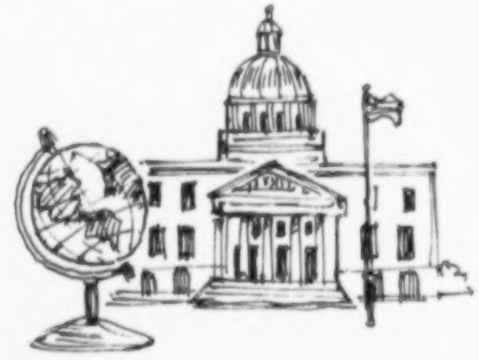
9. handwriting



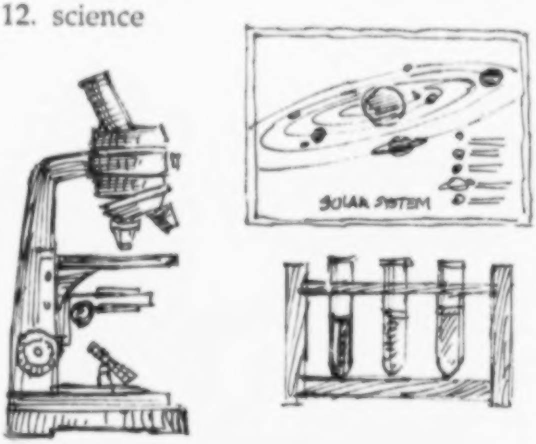
10. spelling



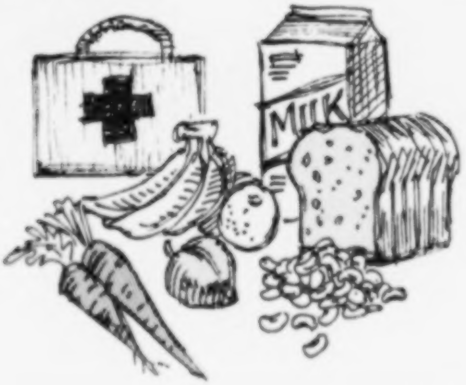
11. social studies



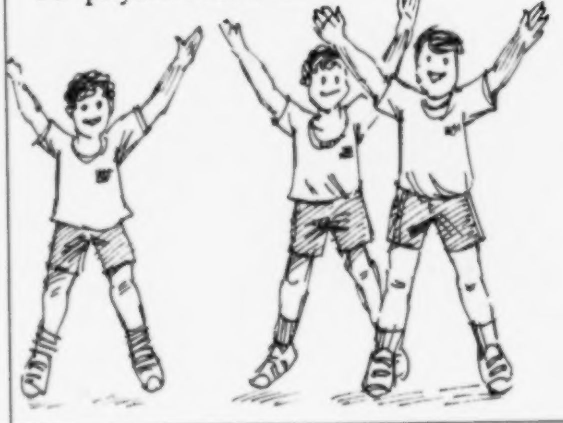
12. science


SOLAR SYSTEM

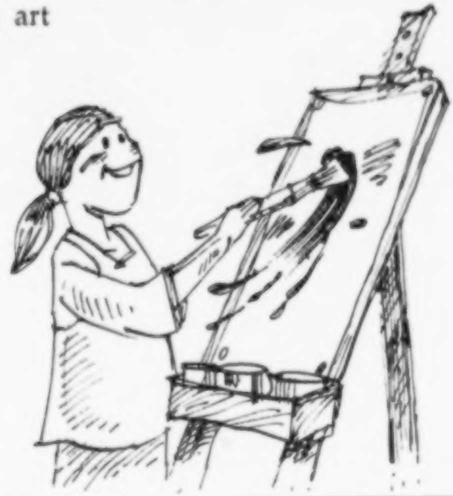
13. health/safety



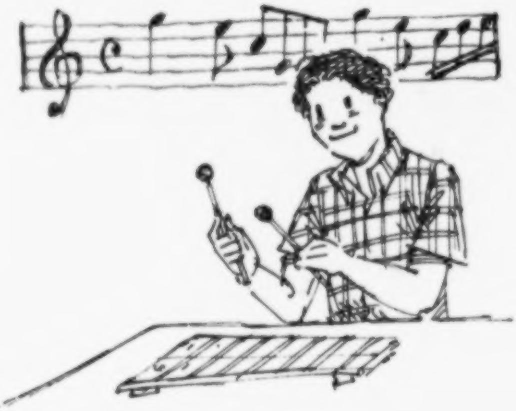
14. physical education



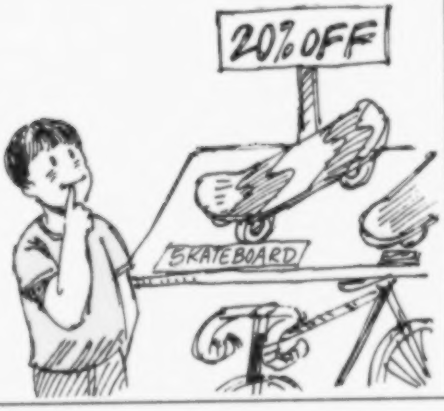
15. art



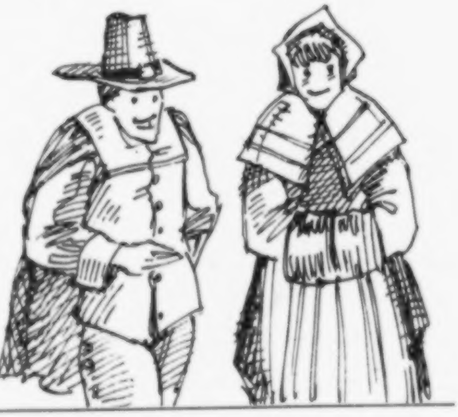
16. music



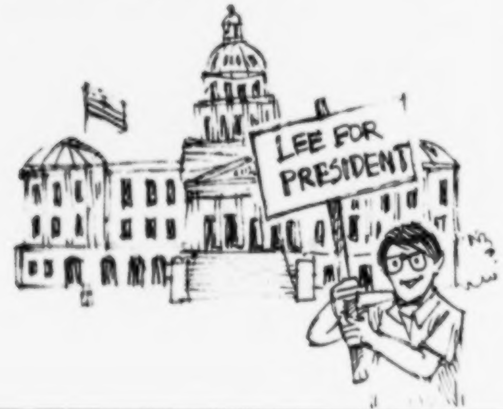
17. consumer education


20% OFF
SKATEBOARD

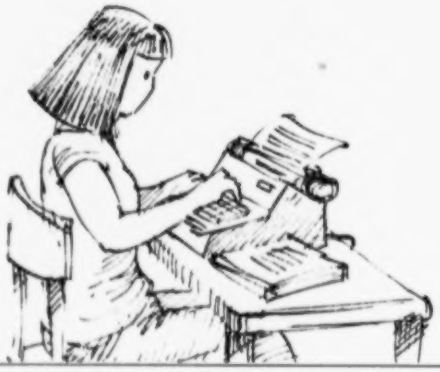
18. history



19. American government


LEE FOR PRESIDENT

20. typing



1	2	3	4
September	December	March	June
October	January	April	July
November	February	May	August

Useful Expressions

1. My child is having trouble in ______________ . (subject)

2. ______________ (child's name) does not understand the ______________ (subject) homework.

3. How is ______________ (child's name) doing in ______________ (subject)?

4. What subjects does ______________ (child's name) need more work in?

5. What grade is my child making in ______________ (subject)?

High School Report Card

Course Title	Course Code	Grade	Credits	Teacher's Name
English	EP 4013	A	5.0	Smith
Biological Science	FC 3986	B	5.0	Lee
Mathematics	MT 2018	B	5.0	Vang
U.S. History	SL 7462	A	5.0	Garcia
Physical Education	QL 5738	A	5.0	Kea

A - Outstanding
B - Above Average
C - Average
D - Below Average
F - Failure

Elementary Report Card

Student Progress Report

Grades 1 - 6

Subjects	Quarters 1	2	3	4
Reading				
Mathematics				
Language				
Spelling				
Handwriting				
Social Studies				
Health/Safety				
Science				
Physical Education				
Art				
Music				

Attendance Record	Quarters 1	2	3	4
Days present				
Days absent				
Days tardy				

Citizenship and Work Habits	Quarters 1	2	3	4
Citizenship (Responsible and Respectful of others)				
Work Habits (Completes work on time; works independently and cooperatively)				

Explanation of Marks

A - Outstanding
B - Very Good
C - Average/Satisfactory
D - Below Average
F - Unsatisfactory

Comments:

Quarter 1 ______________________________
____
____
Teacher Signature

Quarter 2 ______________________________
____
____
Teacher Signature

Quarter 3 ______________________________
____
____
Teacher Signature

Quarter 4 ______________________________
____
____
Teacher Signature

Kindergarten Report Card
Progress Report

Basic Concepts

	Quarters			
	1	2	3	4
Recognizes colors				
Recognizes shapes				
Recognizes positions				
Recognizes sizes				

Language Concepts

	Quarters			
	1	2	3	4
Understands oral language				
Expresses thoughts clearly				
Recognizes positions				
Recognizes sizes				

Math Concepts

	Quarters			
	1	2	3	4
Understands use of numbers				
Recognizes numbers				
Writes numbers				

Explanation of Marks:
G = Good
S = Satisfactory
I = Needs to Improve
NA = Not Applicable

Citizenship

	Quarters			
	1	2	3	4
Responsible				
Respectful				
Cooperative				

Work Habits

	Quarters			
	1	2	3	4
Listens				
Follows directions				
Completes work on time				

Motor Skills

	Quarters			
	1	2	3	4
Large muscle coord.				
Small muscle coord.				

Attendance Record

	Quarters			
	1	2	3	4
Days absent				
Days present				
Days tardy				

Comments:

Quarter 1 - ______________________________

____

Teacher Signature

Quarter 2 - ______________________________

____

Teacher Signature

Quarter 3 - ______________________________

____

Teacher Signature

Quarter 4 - ______________________________

____

Teacher Signature

Report Cards

Report cards show how students do in school. Most schools give report cards four times a year. The report cards have grades. The grades are A, B, C, D, and F. A is outstanding, B is good, C is satisfactory, D is below average, and F is unsatisfactory.

For younger children, some report cards have G for good, S for satisfactory, and I for needs to improve.

(Complete:)

Report cards show how students do in school. Most schools give report cards _____ times a year. The report _______ have grades. The grades are ___, B, C, D, and F. ___ is outstanding, B is good, ___ is satisfactory, D is below _______, and F is unsatisfactory.

For younger _________, some report cards have G ____ good, S for satisfactory, and ____ for needs to improve.

(Choose the best Answer:)

1. A
   a. unsatisfactory
   b. satisfactory
   c. outstanding

2. B
   a. good
   b. unsatisfactory
   c. satisfactory

3. C
   a. satisfactory
   b. good
   c. unsatisfactory

4. D
   a. good
   b. unsatisfactory
   c. below average

5. F
   a. good
   b. unsatisfactory
   c. outstanding

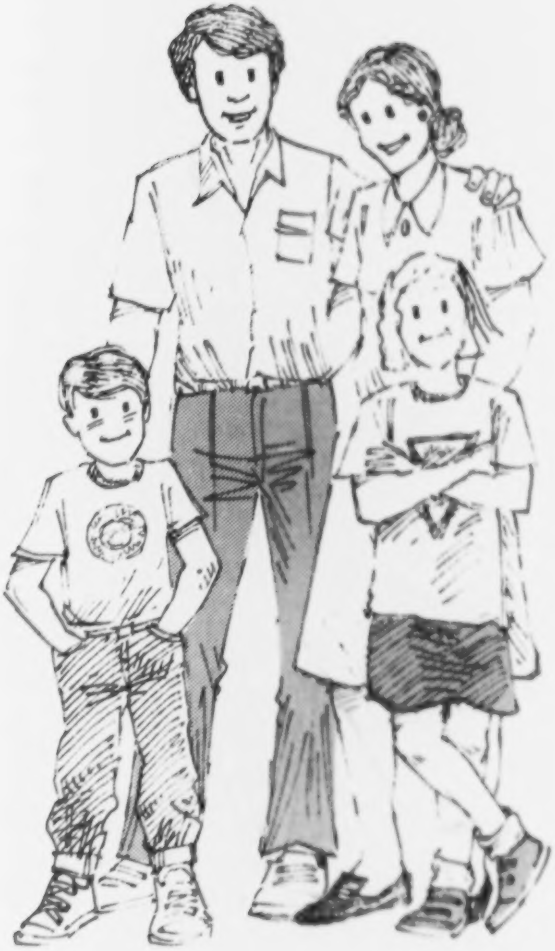
(Match:)

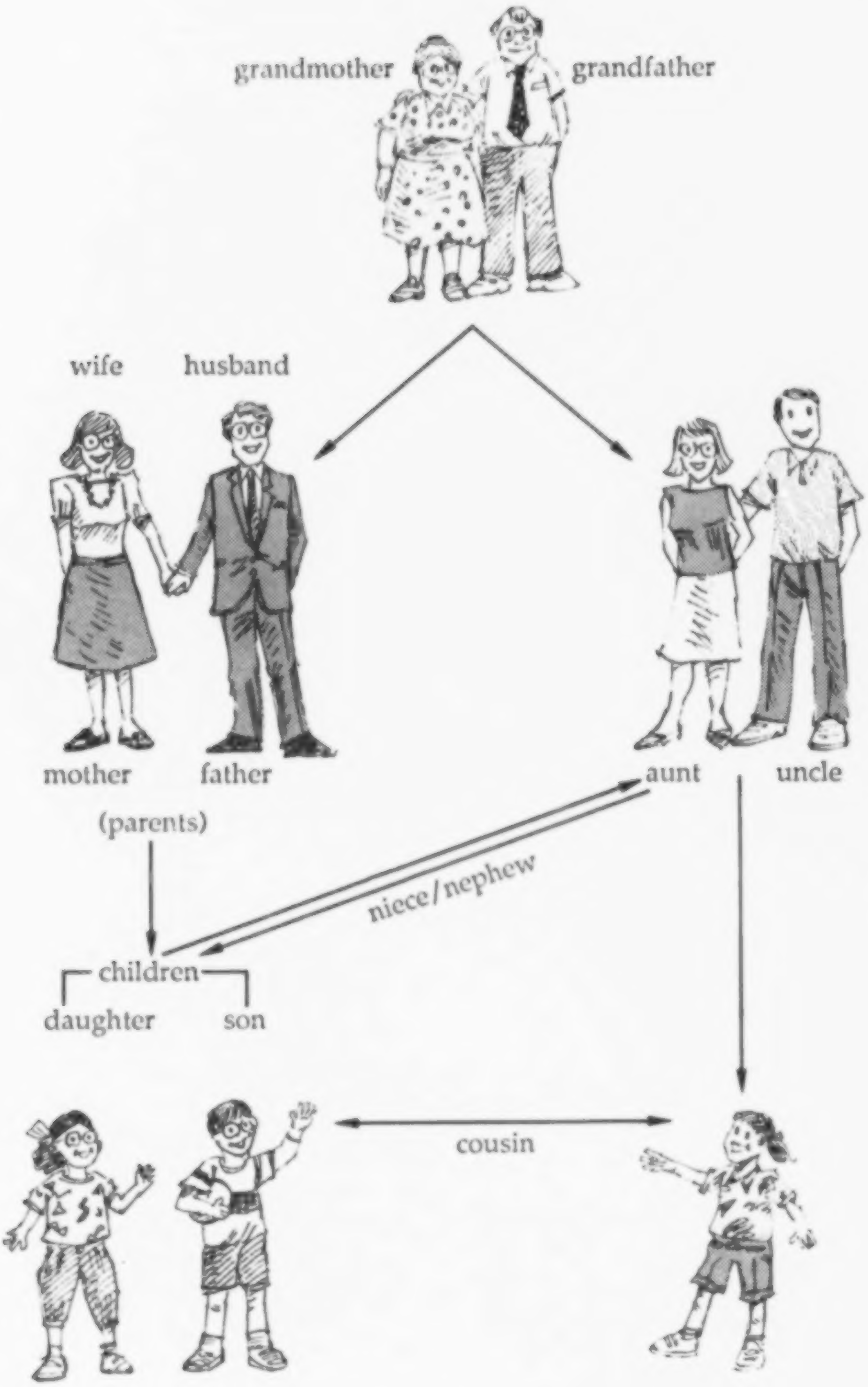
B	outstanding
D	good
F	satisfactory
C	unsatisfactory
A	below average

Unit B: PARENTING

Topic	Page
Family	B - 1
Sharing Feelings	B - 9
Developmental Stages	B - 14
Helpful Hints For Parents	B - 18
Working Within Schedules	B - 24
Using The Public Library	B - 30

Family




grandmother
grandfather
wife
husband
mother
father
(parents)
aunt
uncle
niece/nephew
children
daughter
son
cousin

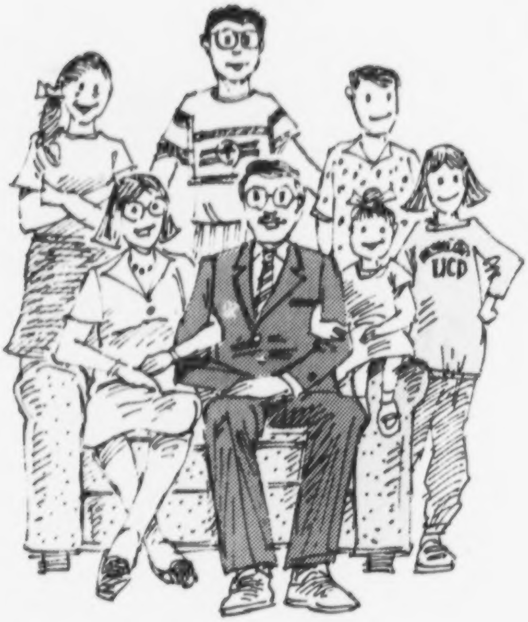
Vocabulary

1. parents
2. mother
3. father
4. son
5. daughter
6. husband
7. wife
8. grandmother
9. grandfather
10. aunt/uncle
11. cousin
12. niece/nephew
13. family
14. children
15. child
16. brother
17. sister

Useful Expressions

1. This is my family.

wife
husband
son
daughter
mother
father
brother
sister



2. How many children do you have?

I have 2 sons.

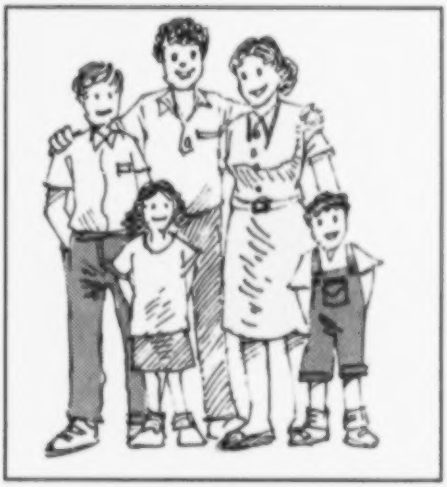
I have 3 daughters.

I have 5 children.

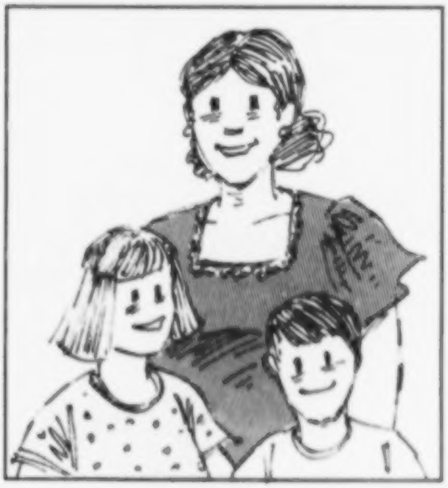
3. Are you married?

Yes, I'm married.

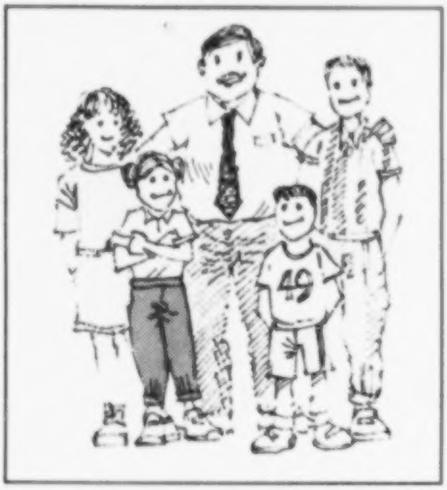
Practice



They have _____ children.
They have _____ daughter.
They have _____ sons.



She has _____ children.
She has _____ daughter.
She has _____ son.

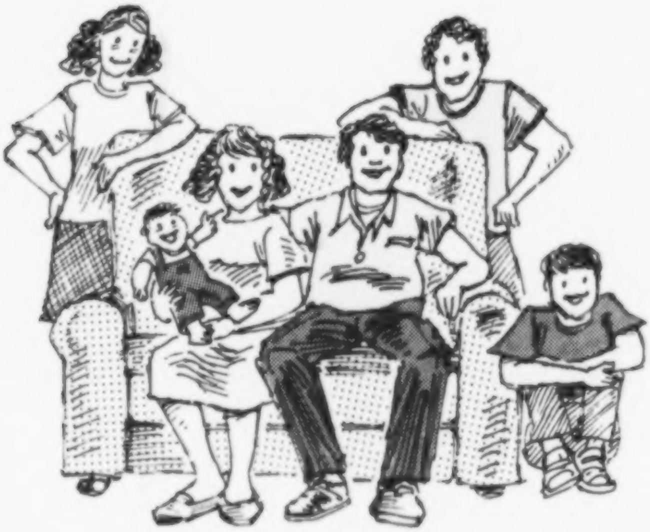


How many children does he have?
How many daughters does he have?
How many sons does he have?

My family

I have _____ children.
I have _____ daughter(s).
I have _____ son(s).

Practice



______________ and _____________ are married. They have 4 children. They have 3 sons and 1 daughter. Three children go to school.

1. Are _______________ and ________________ married?

____

2. How many children do they have?

____

3. How many sons do they have?

____

4. How many daughters do the have?

____

5. How many children do they have?

____

6. How many children stay home?

____

Ask:

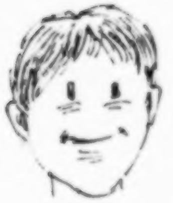
How many do you have?

Write:

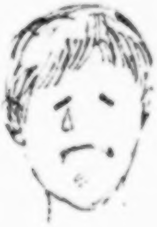
Name	children	sons	daughters	sisters	brothers

My Family Tree

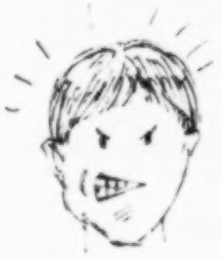
Sharing Feelings



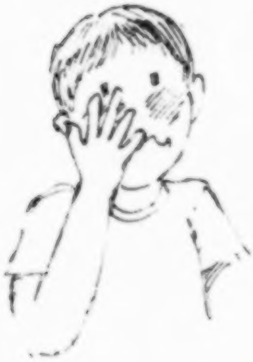
happy



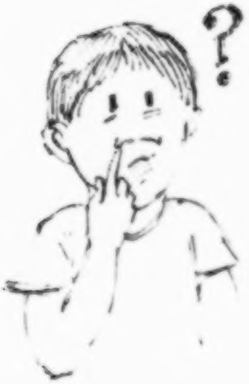
sad



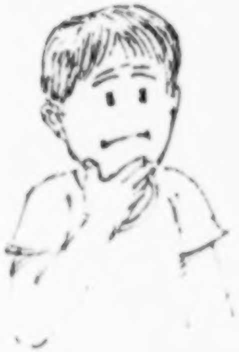
angry



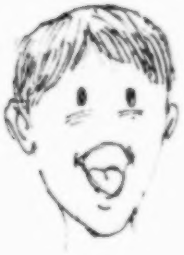
embarrassed



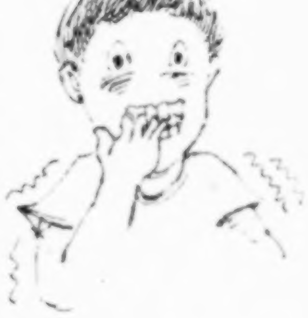
confused



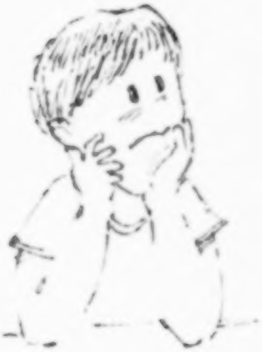
worried



surprised



scared



bored

Vocabulary

1. happy

2. sad

3. angry

4. embarrassed

5. confused

6. worried

7. surprised

Useful Expressions

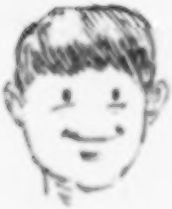
1. Are you _____________?
(emotions)

2. How do you feel?

3. Do you feel confused?

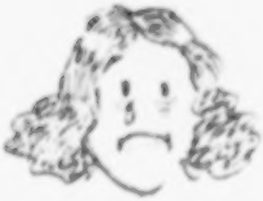
4. My child is _________________.

Did something happen at school?



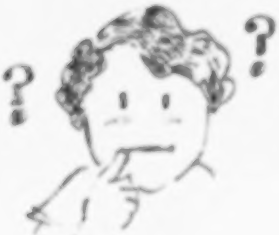
How does he feel?

____



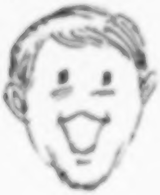
How does she feel?

____



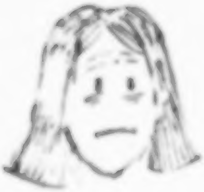
How does he feel?

____



How does he feel?

____



How does she feel?

____

How do you feel?

____

Practice

Ask your group members:

How do you feel?

Name	happy	sad	confused	worried

I laugh when . . . .

I cry when . . . .

Developmental Stages of Your Child

Infancy (0 - 2 years)

Early Childhood (2 - 6 years)

Middle Childhood (7 - 12 years)

Adolescence (13 - 18 years)

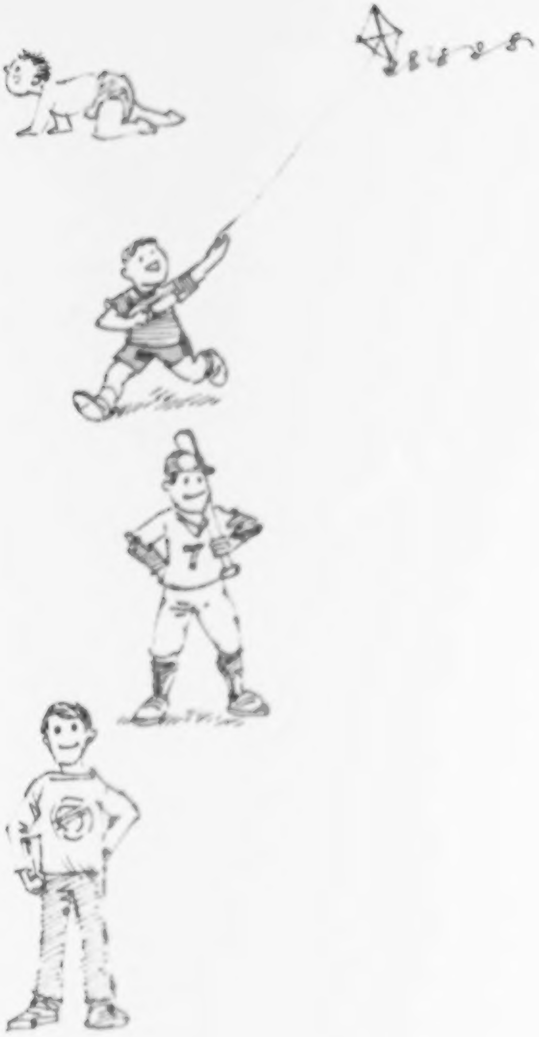
Vocabulary

1. infancy

2. early childhood

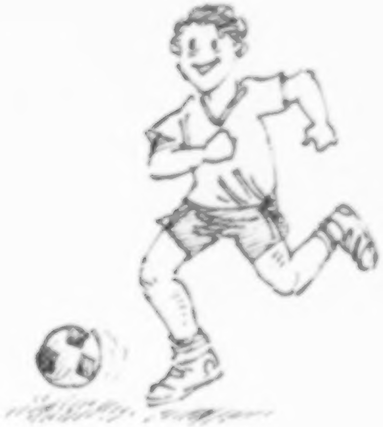
3. middle childhood

4. adolescence

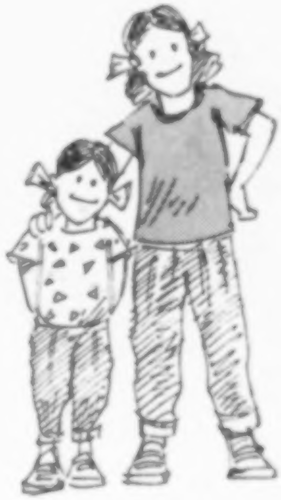


Useful Expressions

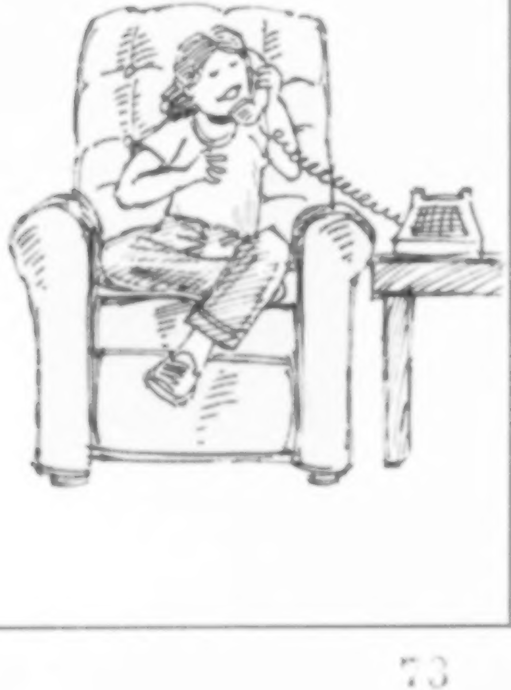
My son/daughter is 6 years old.



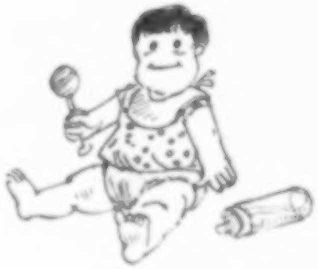
I have two children.

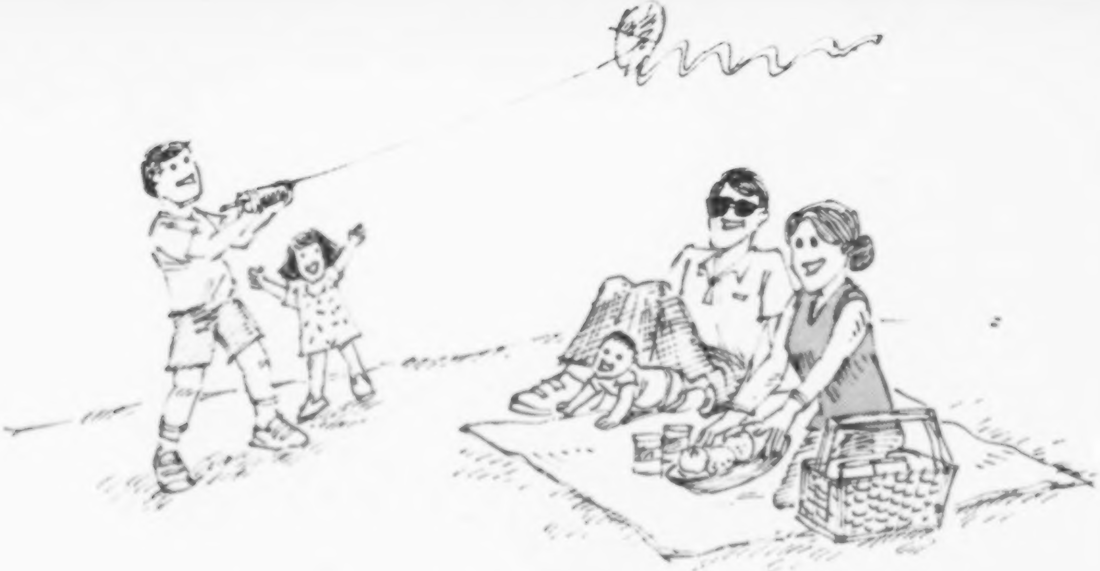


One child is an adolescent.



He is an infant.





The __________ Family

Mr. and Mrs. ____________ do many things with their three children. They have an infant, a preschooler, and an adolescent. Today they are in the park. They are happy to be together.

1. How many children do Mr. and Mrs. ________ have?
   - a. five
   - b. two
   - c. three

2. How many infants do they have?
   - a. five
   - b. one
   - c. two

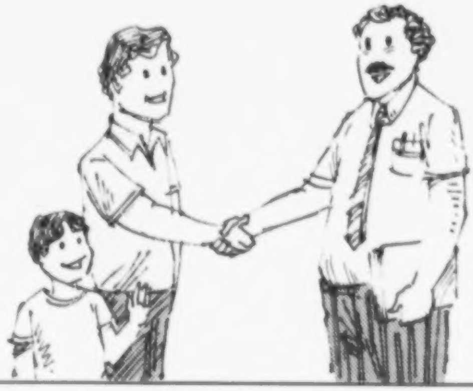
3. How many adolescents do they have?
   - a. five
   - b. one
   - c. two

4. A preschooler is ______ years old.
   - a. seven
   - b. eleven
   - c. four

5. Where is the ____________ family?
   - a. home
   - b. school
   - c. park

Helpful Hints for Parents

1. Visit the principal and teacher at your child's school.



2. Plan a daily schedule. Include time for study, T.V. and 8 hours' sleep.

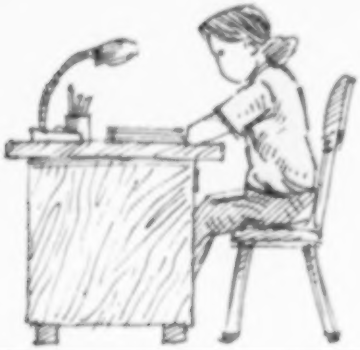
9:00 a.m. - 3:00 p.m.
3:30 p.m. - 4:30 p.m.
4:30 p.m. - 5:30 p.m.
5:30 p.m. - 6:00 p.m.
6:00 p.m. - 7:00 p.m.
7:00 p.m. - 8:00 p.m.
8:00 p.m. - 9:00 p.m.
9:00 p.m. - 7:00 a.m.

3. Make a monthly schedule. Include special school events.

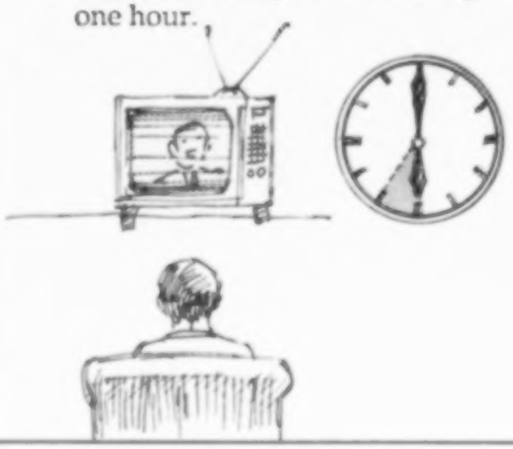
MARCH

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4. Prepare a special quiet place for your child to study everday.

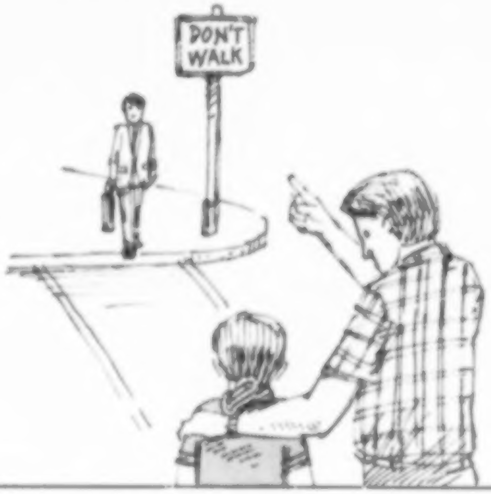


5. Limit school day T.V. watching to one hour.



6. Review Safety Rules:

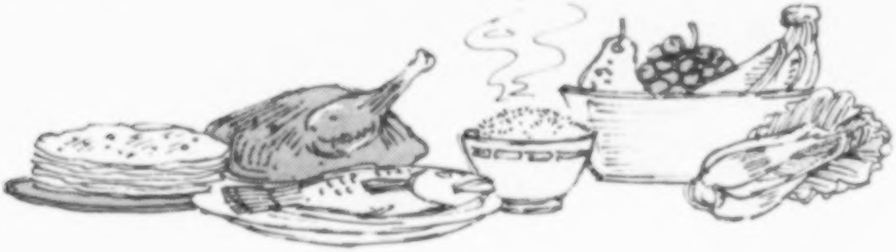
1. Watch traffic signals.
2. Cross street in crosswalks.
3. Look left, right, left, right, left before crossing the street.
4. Cross the streets only at crosswalks.
5. DO NOT talk to, ride with, or take things from strangers.
6. Play only in safe places.



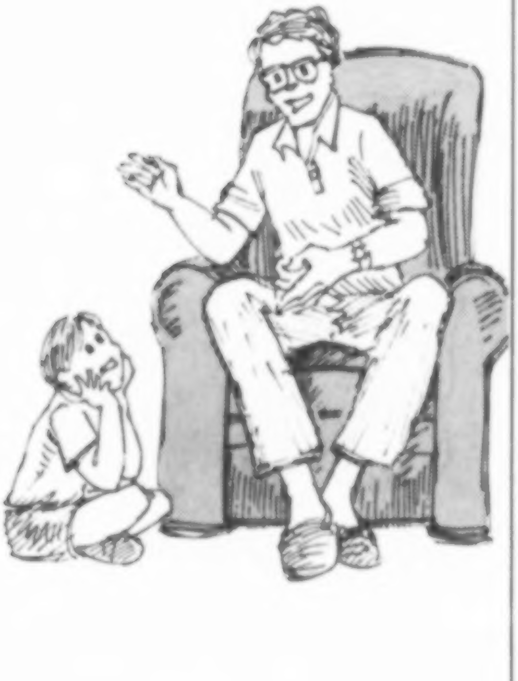
7. Teach your child your address and phone number.

555
APARTMENT
A
B

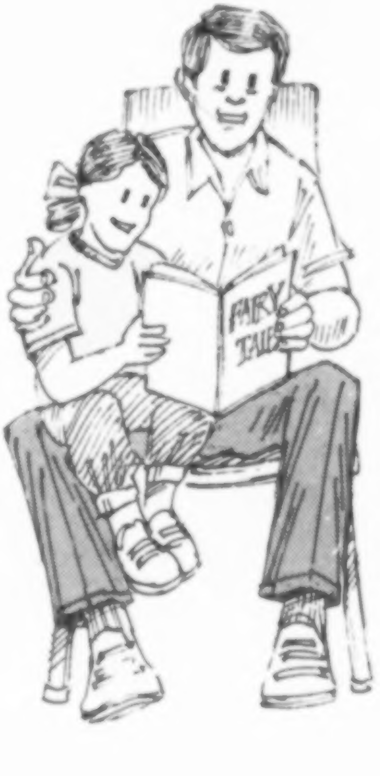
8. Be sure your child eats a good breakfast and lunch. It will help her do well in school.



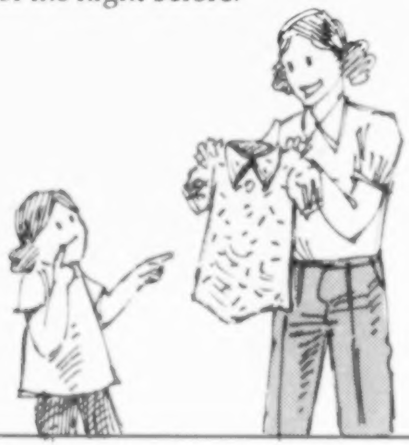
9. Share with your child stories from your culture.



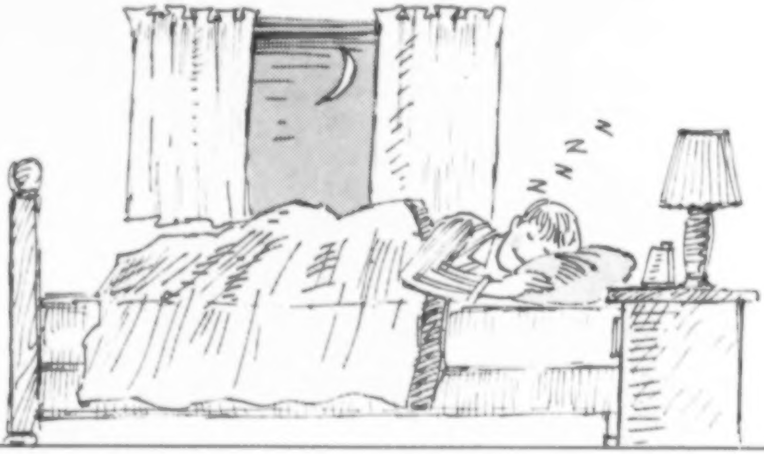
10. Read to your child or ask your child to read to you.



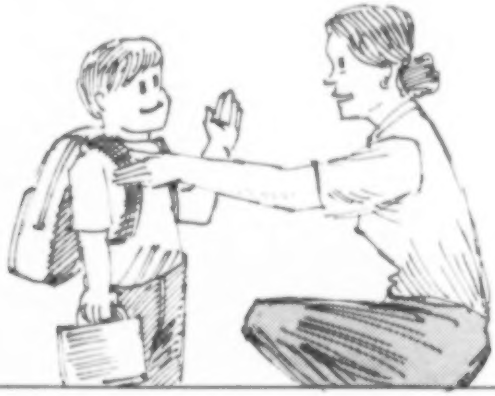
11. Help your child prepare for school the night before.



12. See that your child gets at least 8 hours of sleep each night.

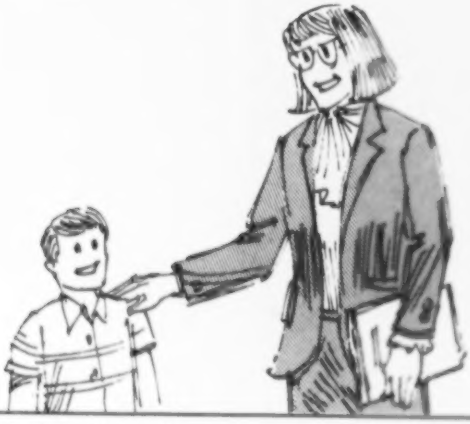


13. Encourage your child with positive words when he/she leaves for school.

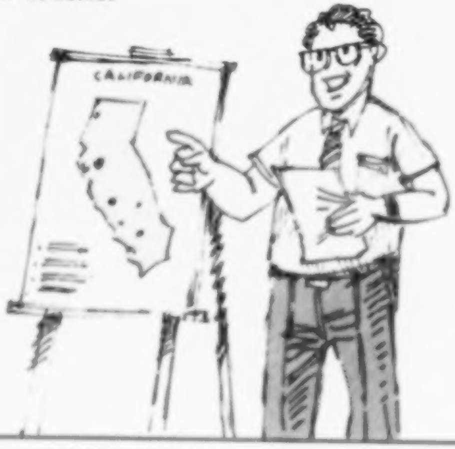


Vocabulary

1. principal



2. teacher



3. daily schedule

9:00 a.m. - 3:00 p.m.	
3:30 p.m. - 4:30 p.m.	
4:30 p.m. - 5:30 p.m.	
5:30 p.m. - 6:00 p.m.	
6:00 p.m. - 7:00 p.m.	
7:00 p.m. - 8:00 p.m.	
8:00 p.m. - 9:00 p.m.	
9:00 p.m. - 7:00 a.m.	

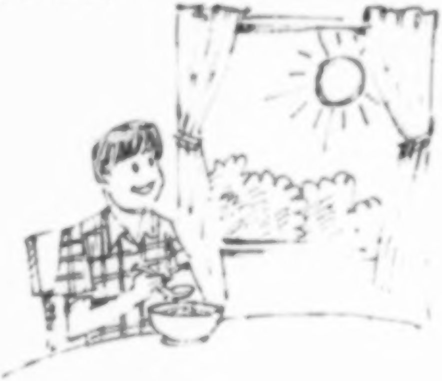
4. weekly schedule

S	M	T	W	T	F	S

5. monthly schedule

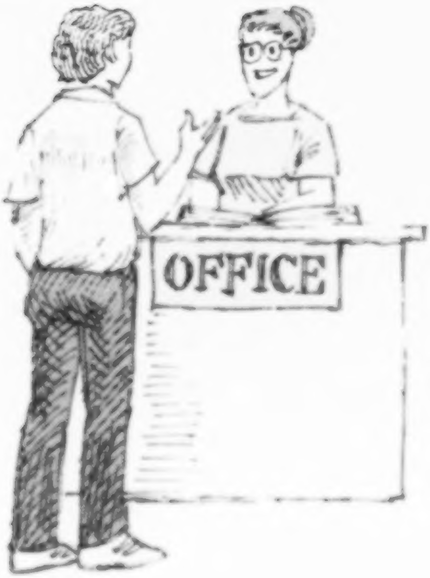
AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6. breakfast



Useful Expressions

1. May I see the principal?

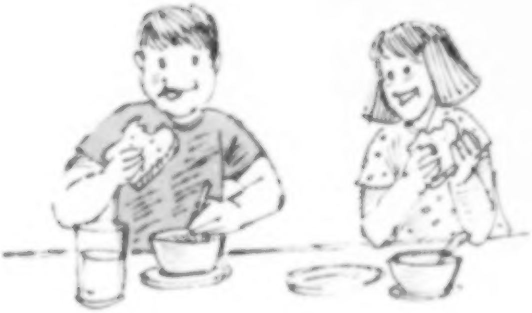


2. I want to make an appointment
to see Ms.________________ .
(teacher's name)

3. What is my child's daily schedule?

4. When does the school serve breakfast?

5. Can my child eat breakfast at school?

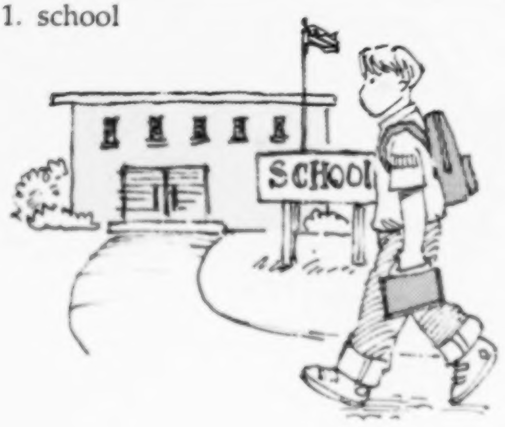


Working With Schedules

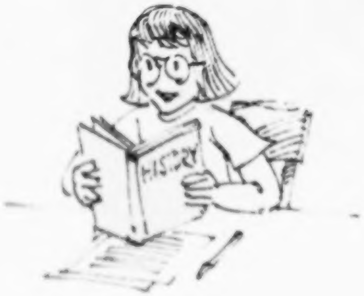
	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
9:00 a.m. - 3:00 p.m.							
3:30 p.m. - 4:30 p.m.							
4:30 p.m. - 5:30 p.m.							
5:30 p.m.- 6:00 p.m.							
6:00 p.m. - 7:00 p.m.							
7:00 p.m. - 8:00 p.m.							
8:00 p.m. - 9:00 p.m.							
9:00 p.m. - 7:00 a.m.							
10:00 p.m. - 7:00 a.m.							

Vocabulary

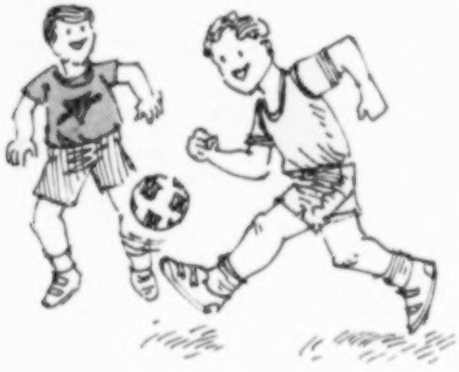
1. school



2. study



3. play



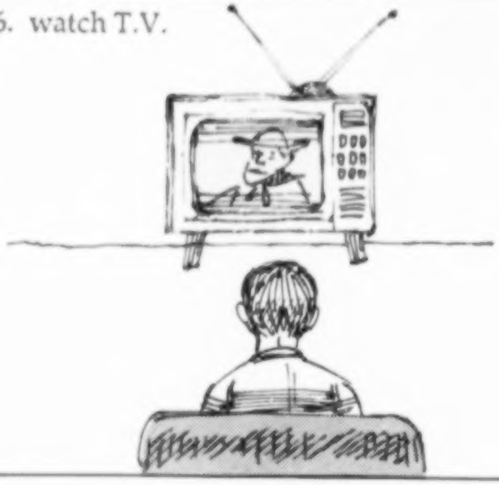
4. daily schedule

9:00 a.m. - 3:00 p.m.	
3:30 p.m. - 4:30 p.m.	
4:30 p.m. - 5:30 p.m.	
5:30 p.m. - 6:00 p.m.	
6:00 p.m. - 7:00 p.m.	
7:00 p.m. - 8:00 p.m.	
8:00 p.m. - 9:00 p.m.	
9:00 p.m. - 7:00 a.m.	

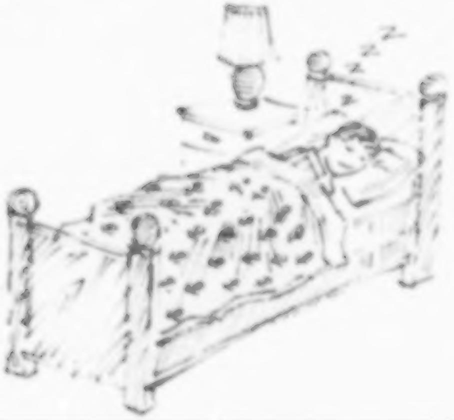
5. weekly schedule

S	M	T	W	T	F	S

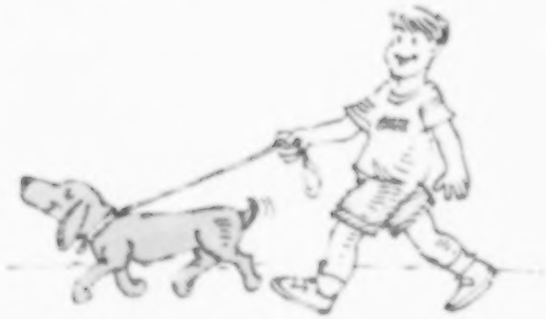
6. watch T.V.



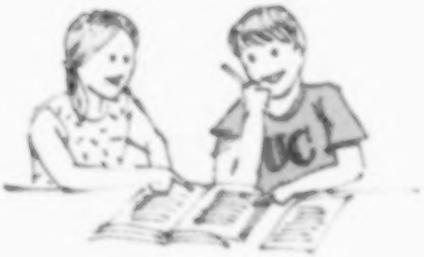
7. sleep



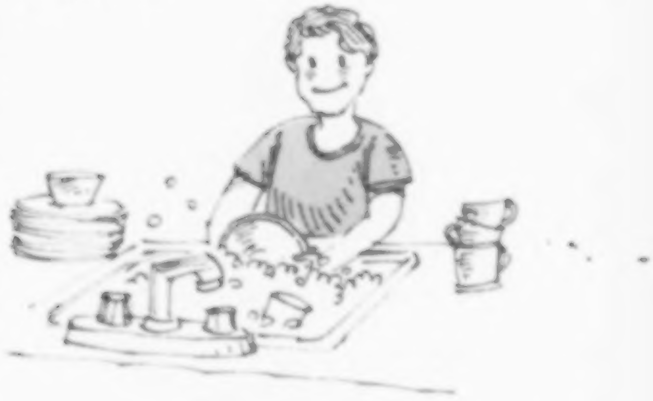
8. free time



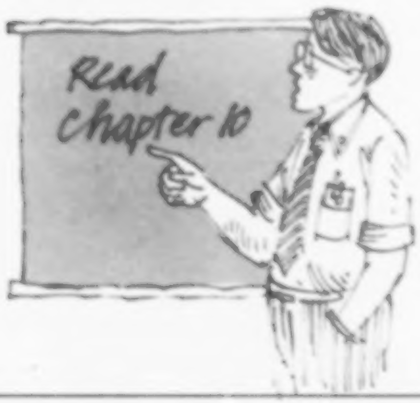
9. homework



10. chores

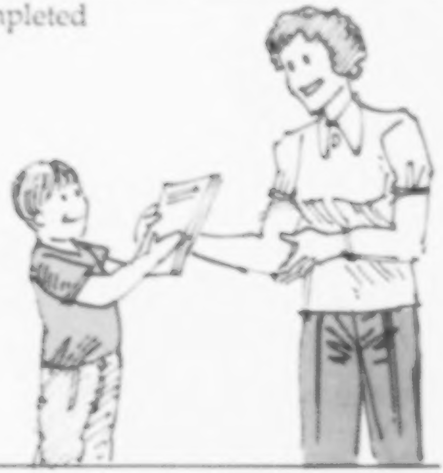


11. assignments



Read chapter 10

12. completed



Useful Expressions

1. What homework does my child have?

2. Does my child complete his/her homework on time?

3. How can I help my child with homework?

4. How many hours should my child spend on homework each day?

Note: Since parents will most likely be using the primary language with their children, these expressions are included for the parent to use with the teacher.

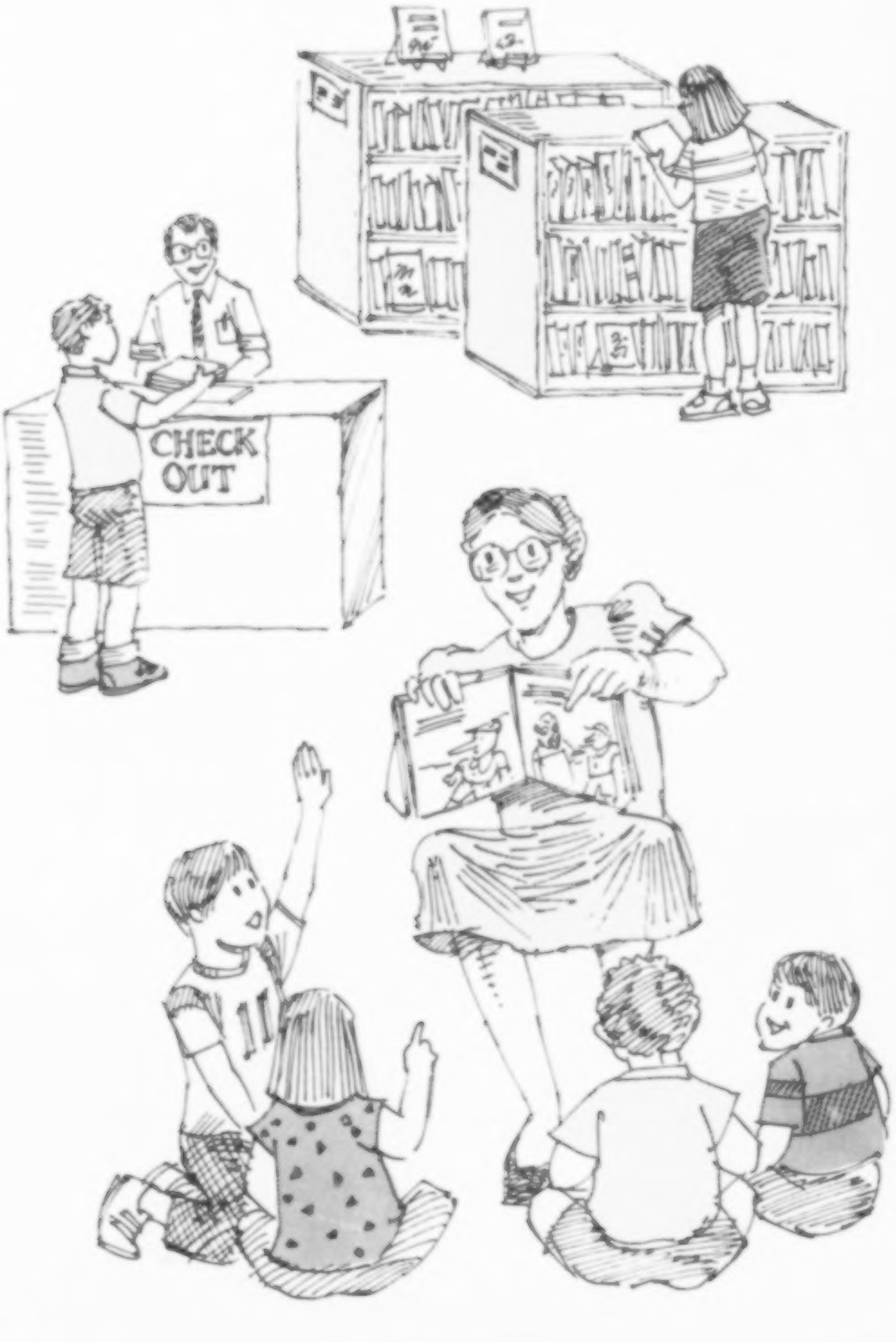
Monthly Schedule

Weekly Schedule

Name ______________________________ Grade ____________

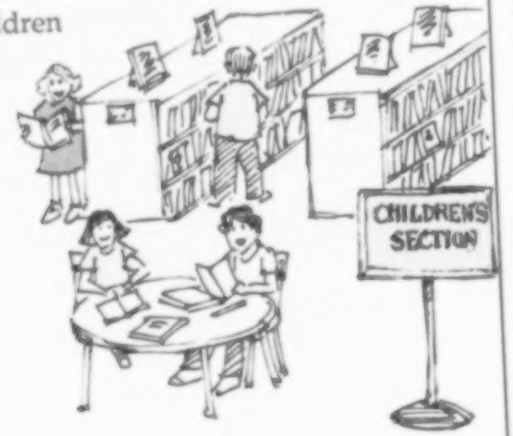
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Using the Public Library

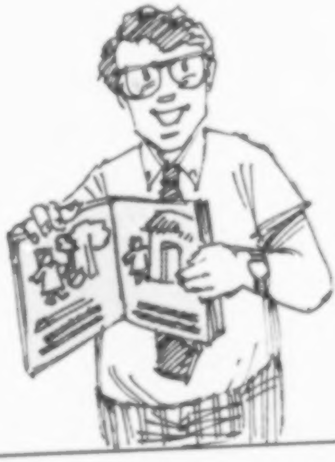

CHECK
OUT
11

Vocabulary

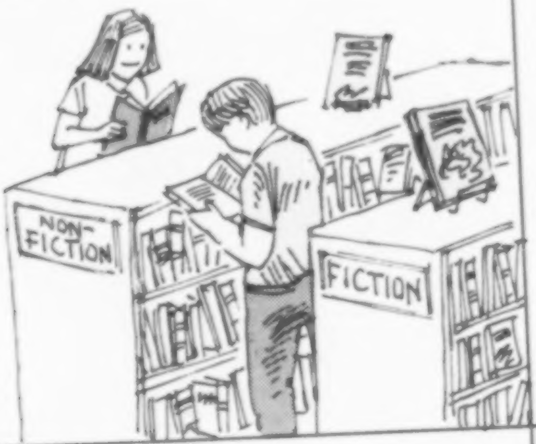
1. children


CHILDREN'S SECTION

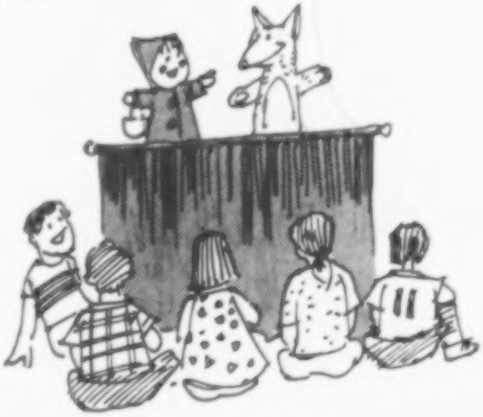
2. stories



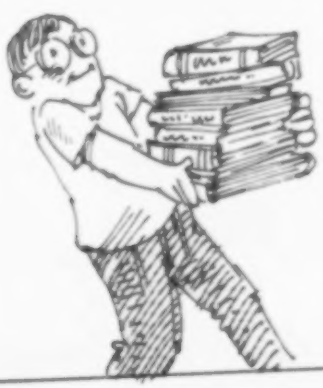
3. section


NON-FICTION
FICTION

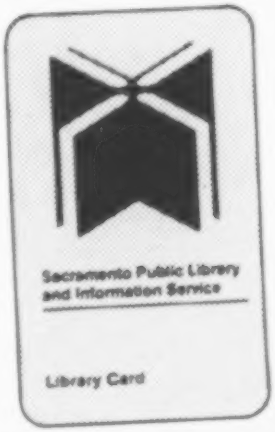
4. activities



5. book

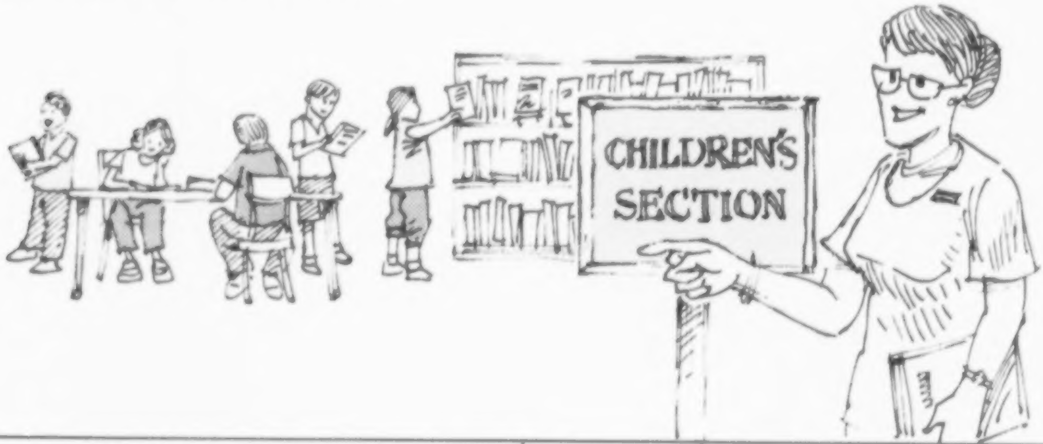


6. library card

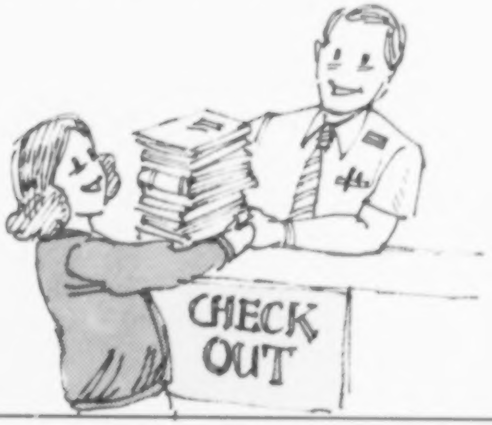

Sacramento Public Library and Information Service
Library Card

Useful Expressions

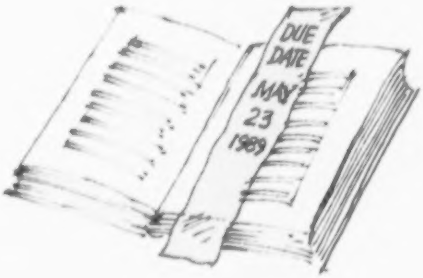
1. Where is the children's section?


CHILDREN'S
SECTION

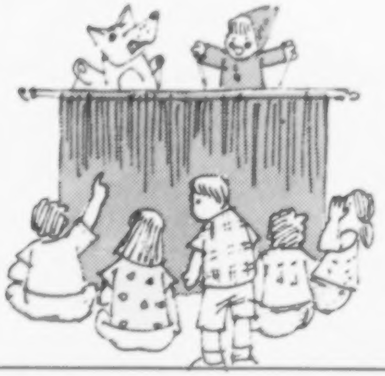
2. I want to check out these books.



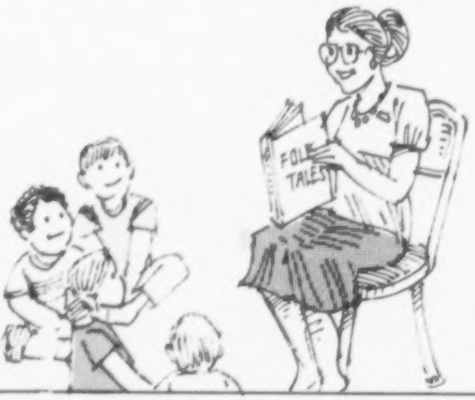
3. When are they due?


DUE
DATE
MAY
23
1989

4. Do you have activities for children?

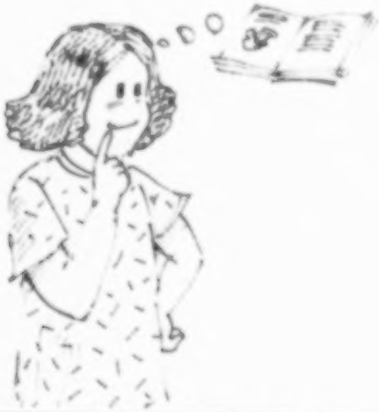


5. What children's activities do you have?

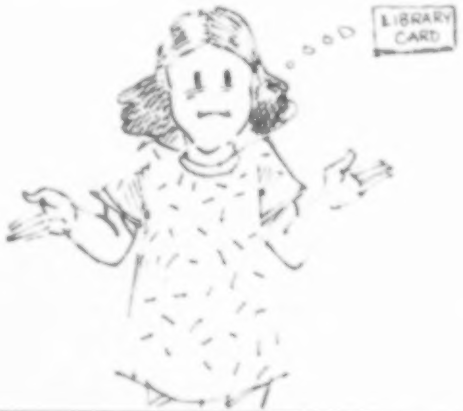


Getting a Library Card

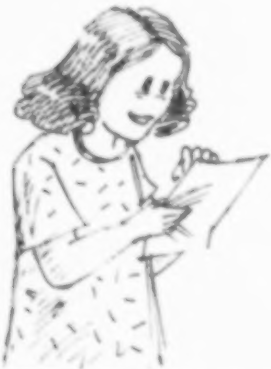
1. ________ wants a book.



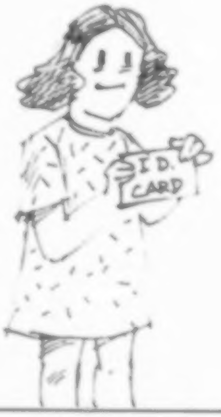
2. ________ doesn't have a library card.


LIBRARY CARD

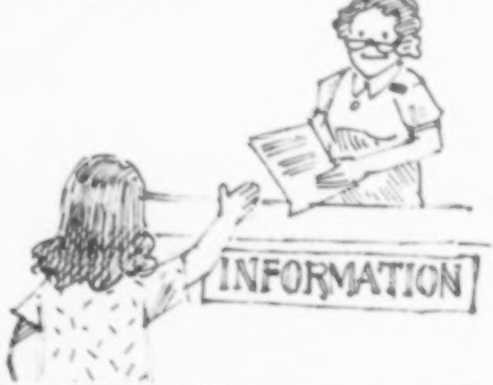
3. How does ________ get a library card?



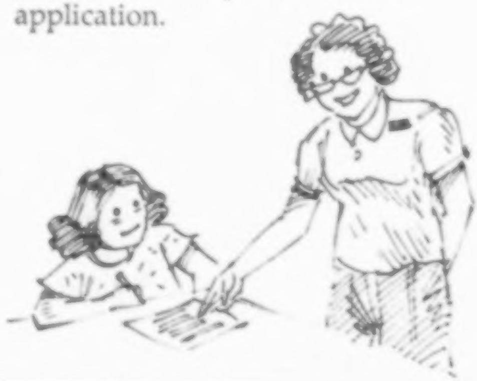
4. ________ takes her I.D.



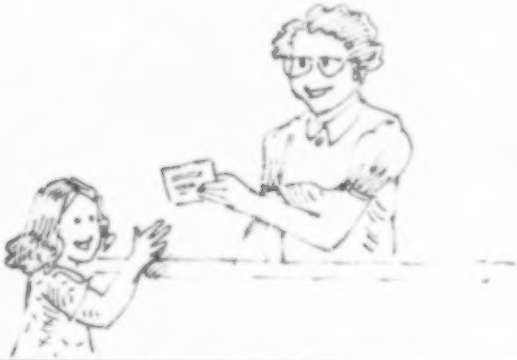
5. ________ gets an application from the librarian.


INFORMATION

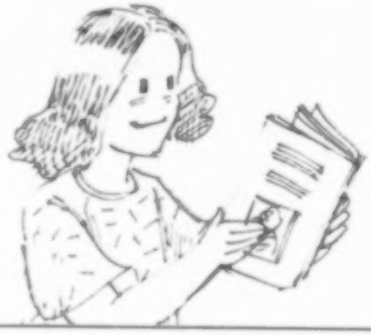
6. ________ fills out the application. The librarian can help her with the application.



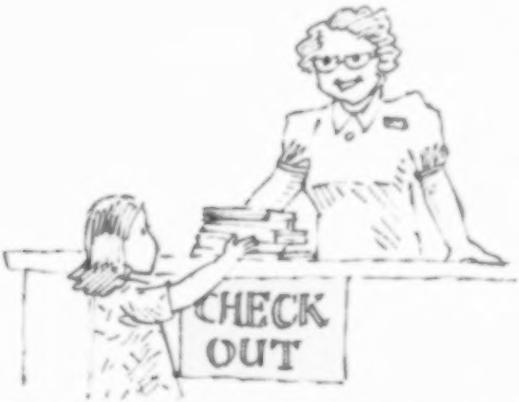
7. _________ gives it to the librarian. She gives _________ her library card.



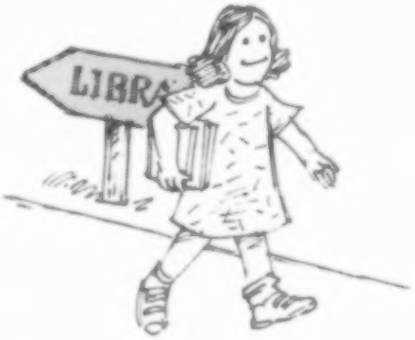
8. _______ finds some books.



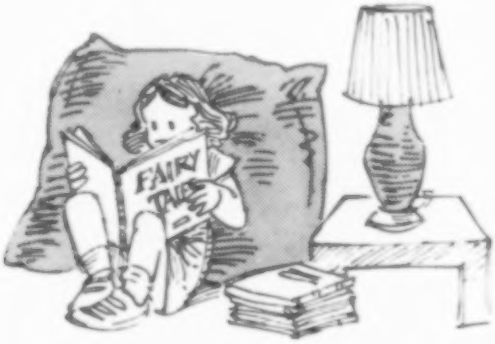
9. ________ checks them out.



10. ________ takes her books home.



11. She takes care of the books. She keeps them together in a special place at home.


FAIRY TALES

Application for Library Card

For library card. Please fill out and give to librarian with identification showing your name and address.

Name ________________ ________________________
first last

Address ____

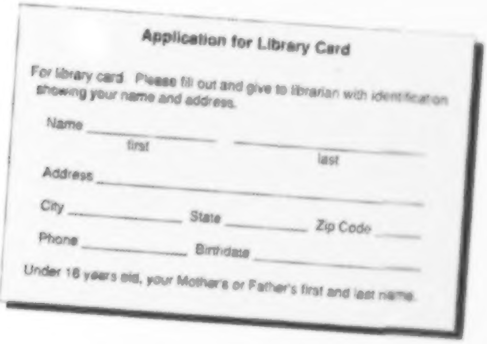
City ______________ State __________ Zip Code _____

Phone _____________ Birthdate ____________________

Under 18 years old, your mother's or father's first and last name.

Vocabulary

1. application form



Application for Library Card

For library card. Please fill out and give to librarian with identification showing your name and address.

Name __________ first __________ last

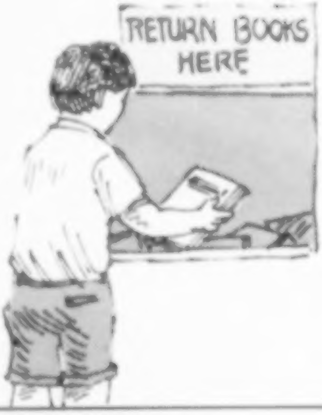
Address __________

City __________ State __________ Zip Code ______

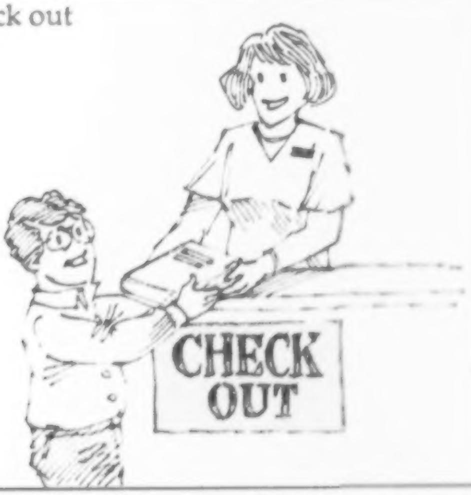
Phone __________ Birthdate __________

Under 18 years old, your Mother's or Father's first and last name.

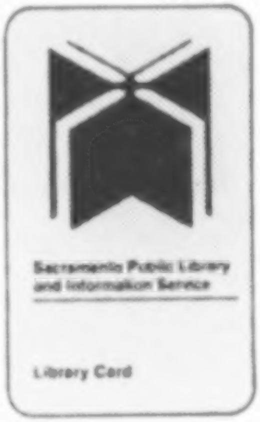
2. book drop


RETURN BOOKS HERE

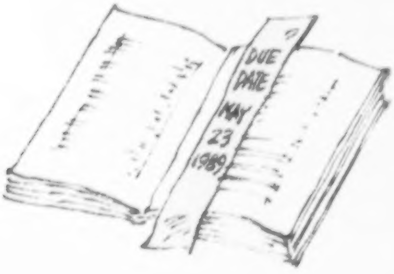
3. check out



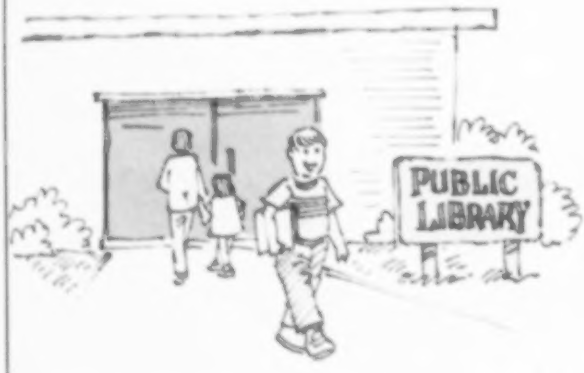
4. library card


Sacramento Public Library and Information Service
Library Card

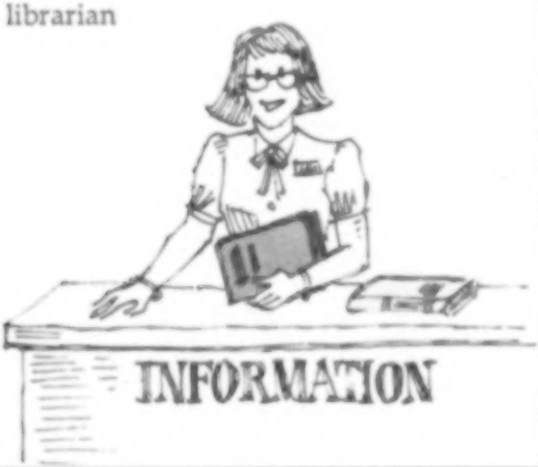
5. due


DUE DATE MAY 23 1989

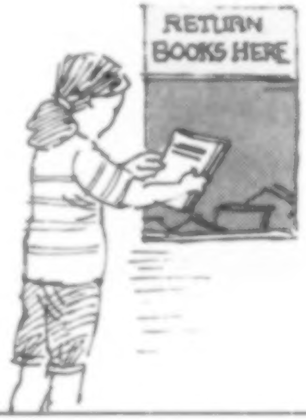
6. library


PUBLIC LIBRARY

7. librarian


INFORMATION

8. return


RETURN
BOOKS HERE

Useful Expressions

1. I want to get a library card.

2. Do you have an I.D?

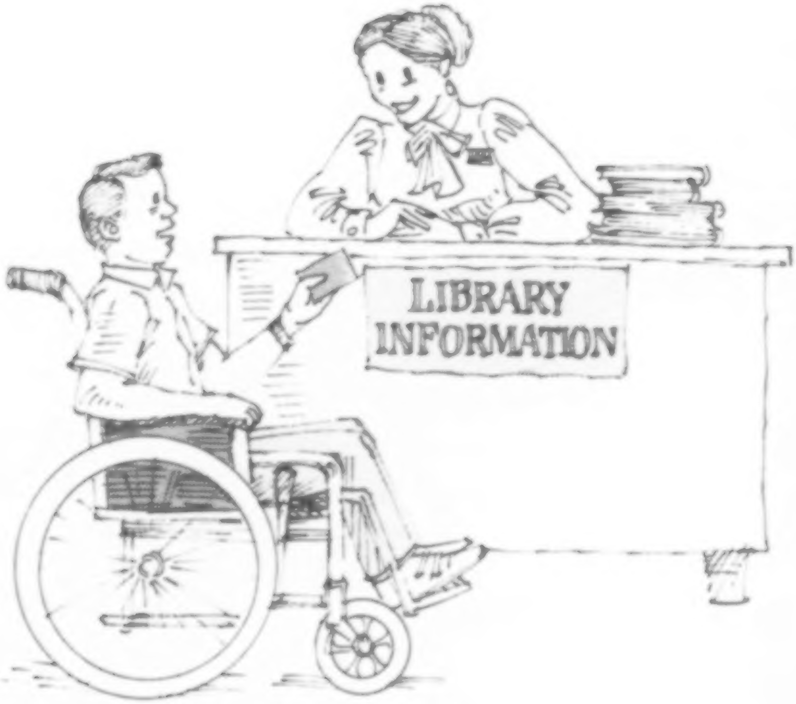
   Yes, I do.

3. I want to check out this book.

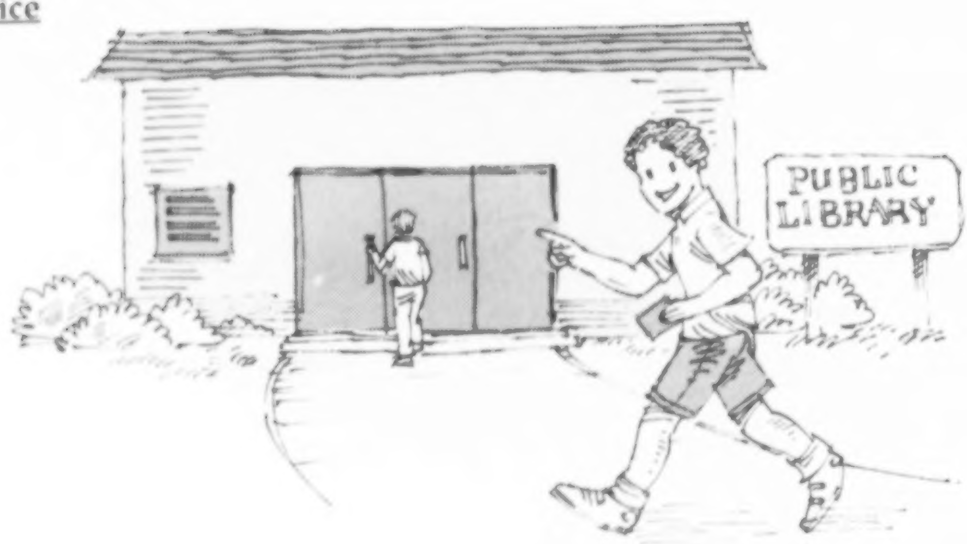
4. When is it due?

5. How long may I keep the book?

6. Is there a book drop?


LIBRARY
INFORMATION

Practice



________ is at the library. He wants to get some books. He has a library card. He can check out books with his library card. He can take them home.

1. Where is __________?

   ______________________________ .

2. What does he want?

   ____ .

3. Does ______________ have a library card?

   ___________________ .

4. Can he check out books?

   ______________ .

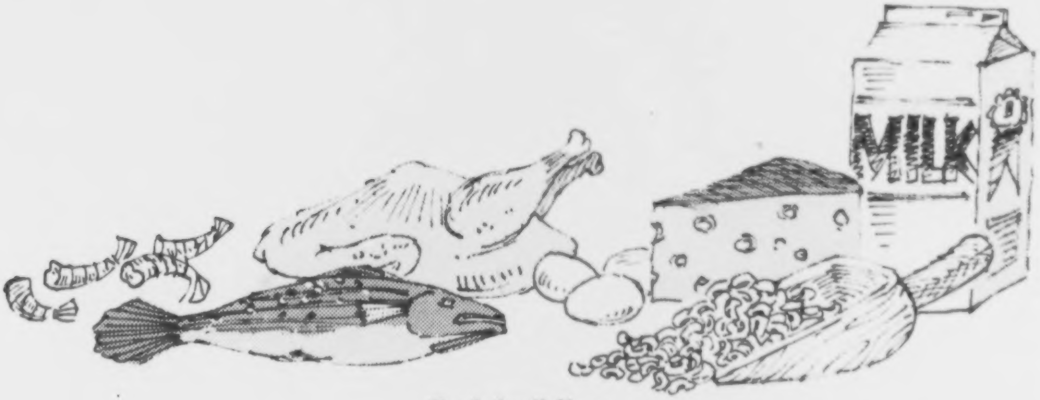
5. Where can _________ take the books?

   ______________ .

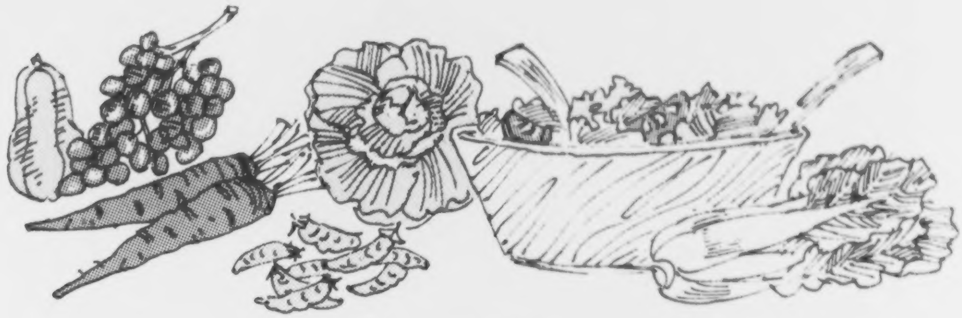
Unit C: NUTRITION

Topic	Page
Food Groups	C - 1
Common Foods in the United States	C - 5
Make Wise Foods Choices	C - 17

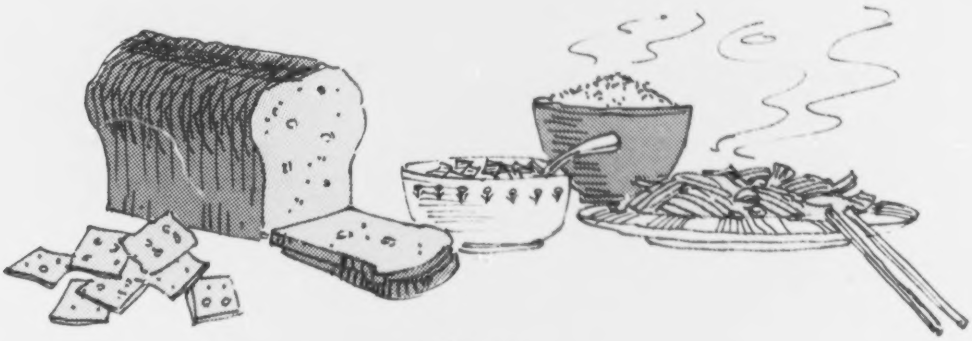
Nutrition



Bodybuilding



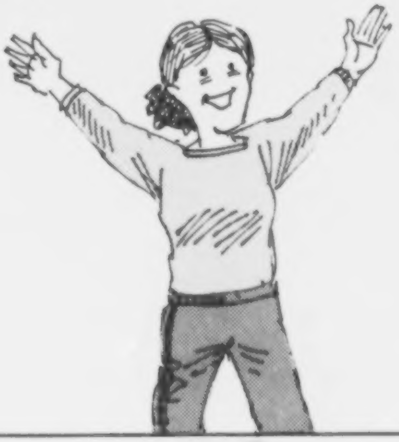
Protective



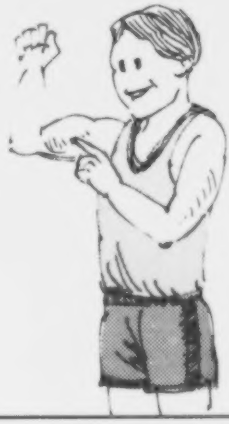
Energy

Vocabulary

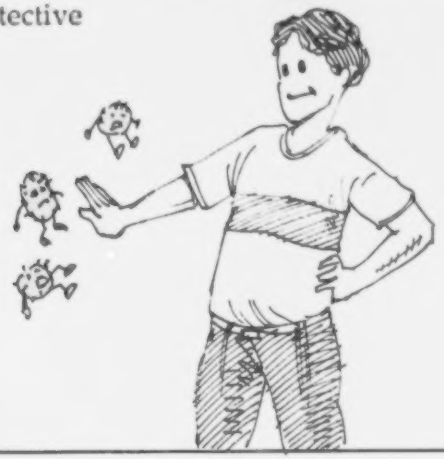
1. healthy



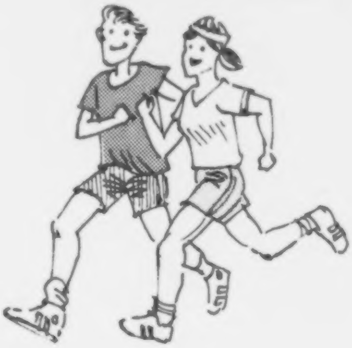
2. bodybuilding



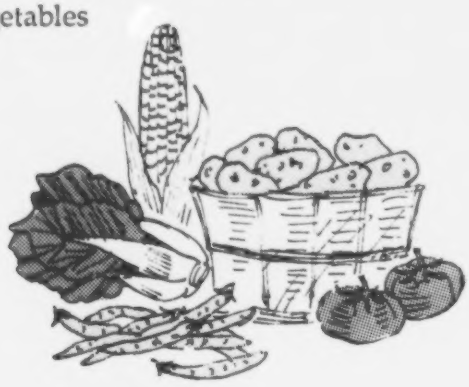
3. protective



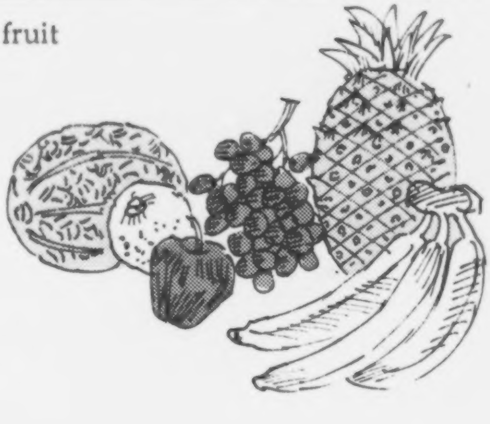
4. energy



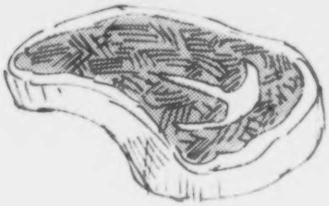
5. vegetables



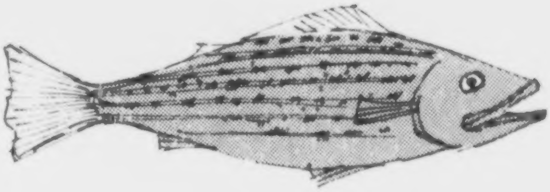
6. fruit



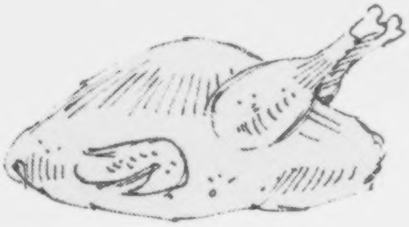
7. meat



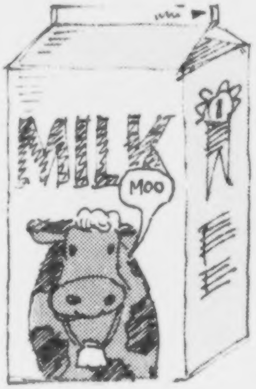
8. fish



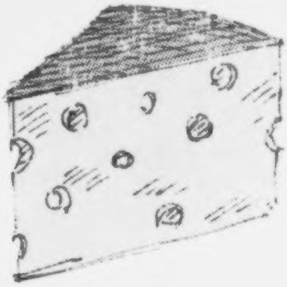
9. poultry



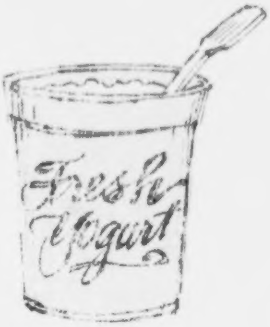
10. milk



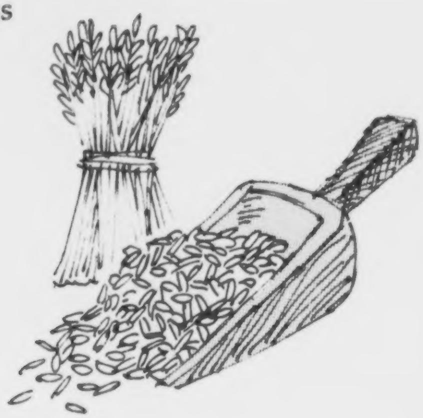
11. cheese



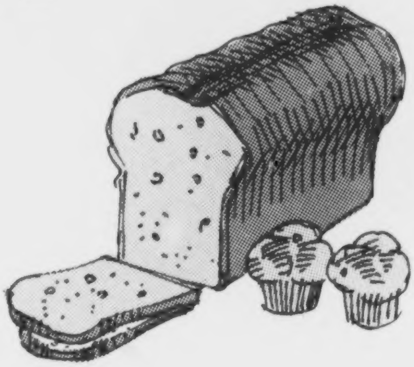
12. yogurt


Fresh Yogurt

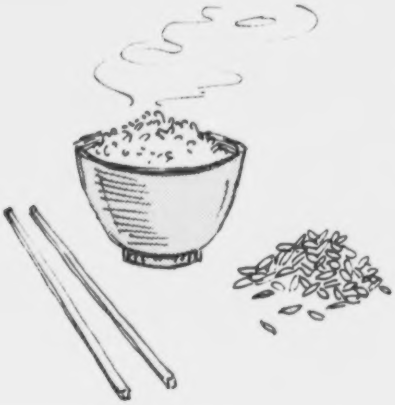
13. grains



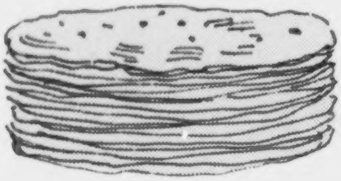
14. bread



15. rice

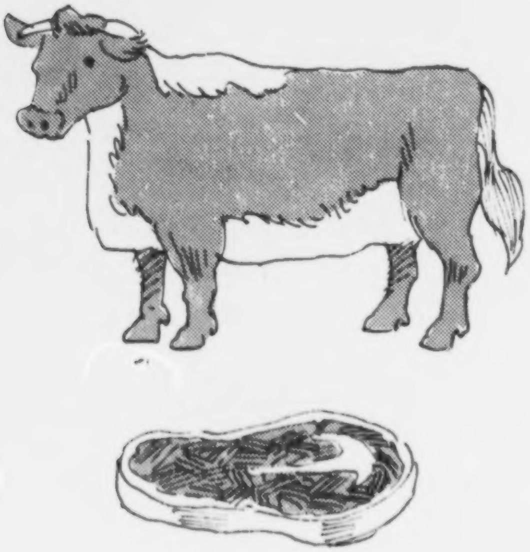


16. tortilla

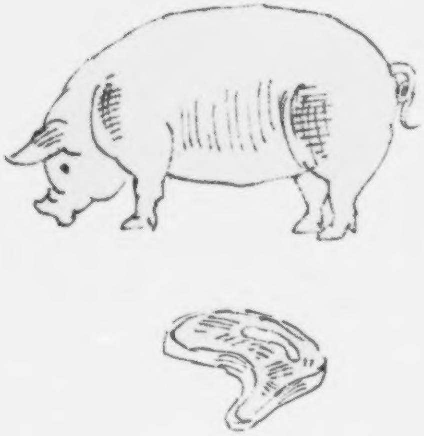


Common Foods in the United States

Meat

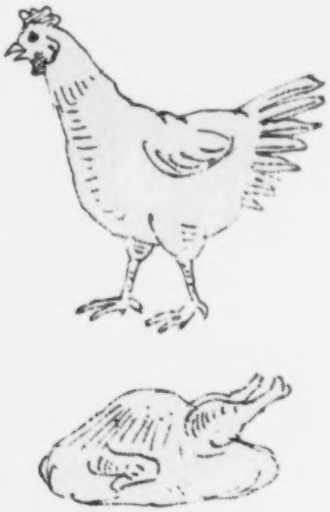


beef

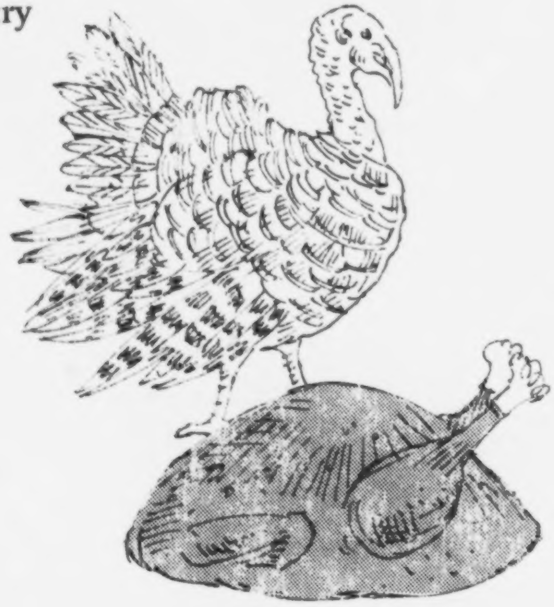


pork

Poultry

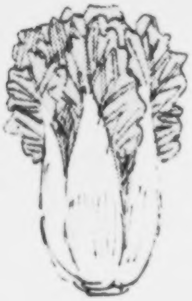


chicken

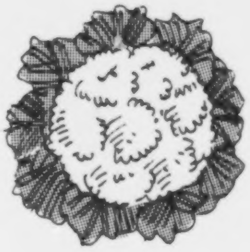


turkey

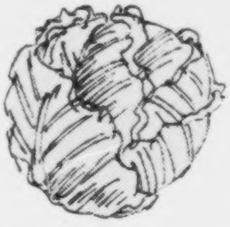
Vegetables



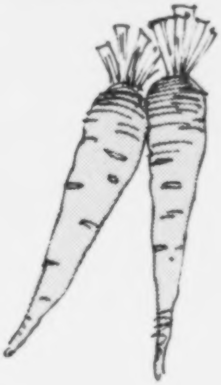
cabbage



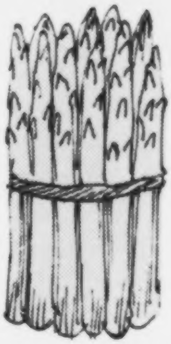
cauliflower



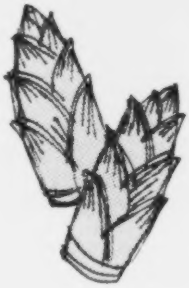
lettuce



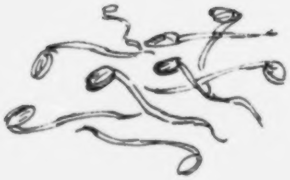
carrots



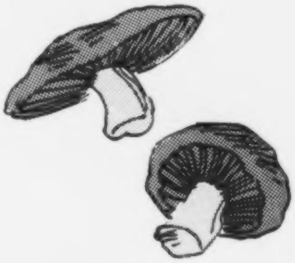
asparagus



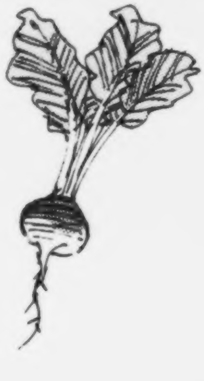
bamboo shoots



bean sprouts

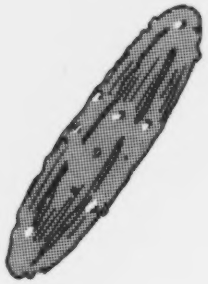


mushrooms

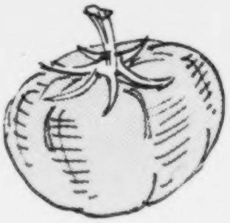


radish

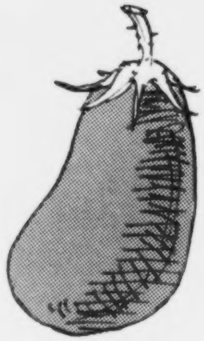
Vegetables



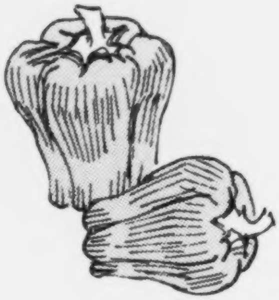
cucumber



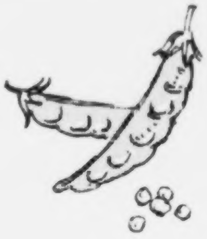
tomato



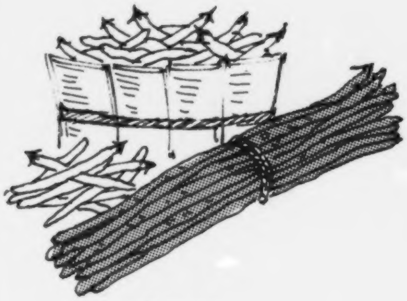
eggplant



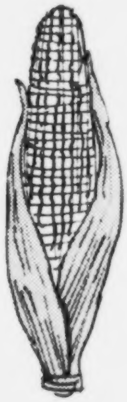
green peppers



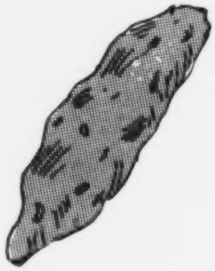
peas



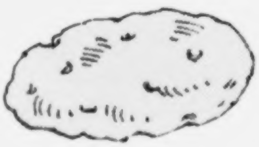
beans



corn

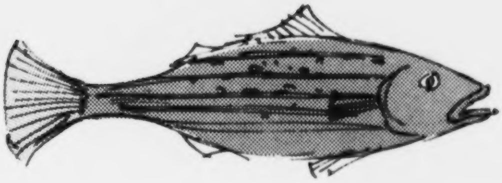


yam

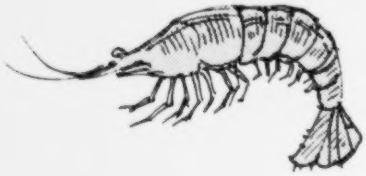


sweet potato

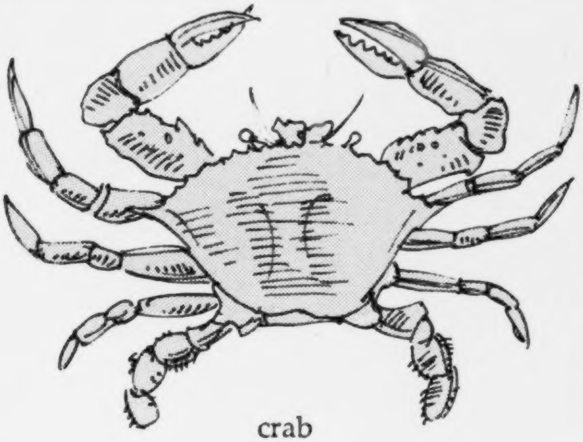
Seafood



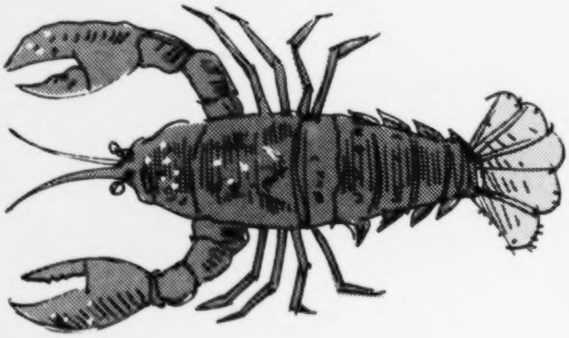
fish



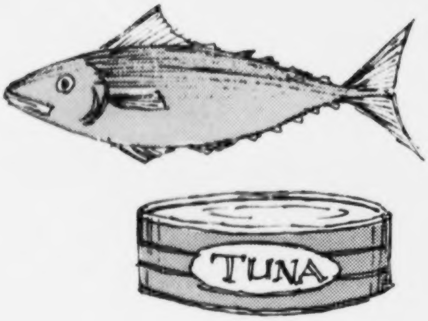
shrimp



crab

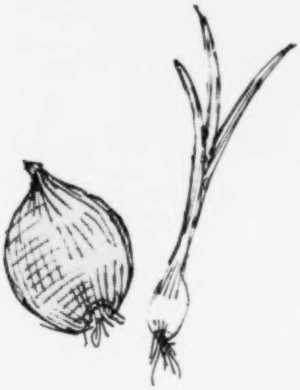


lobster

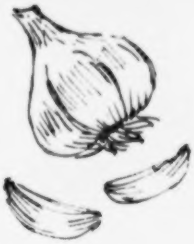


tuna

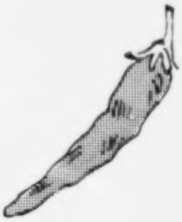
Spices and Seasonings



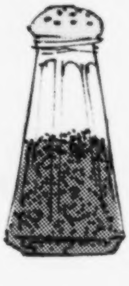
onion/green onion



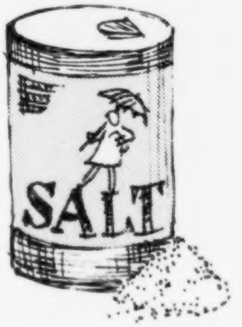
garlic



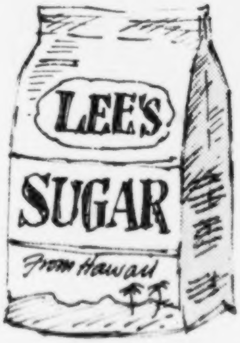
red pepper



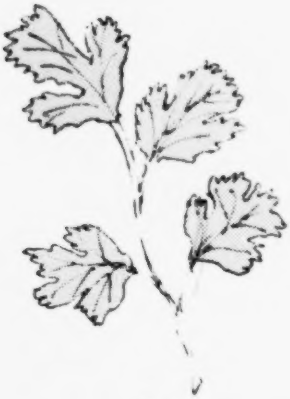
black pepper



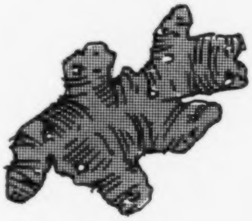
salt


LEE'S
SUGAR
From Hawaii

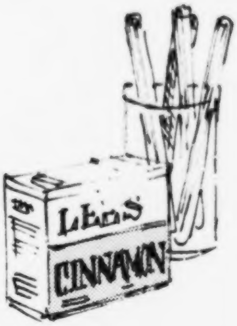
sugar



cilantro

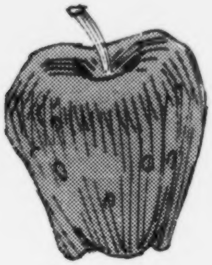


ginger

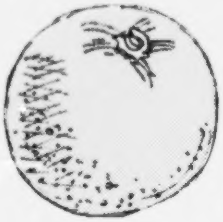

LEE'S
CINNAMON

cinnamon

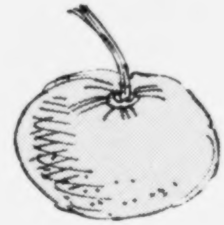
Fruit



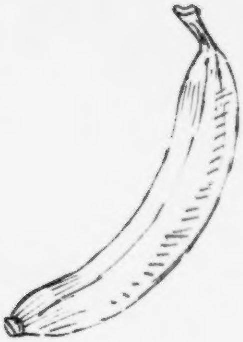
apple



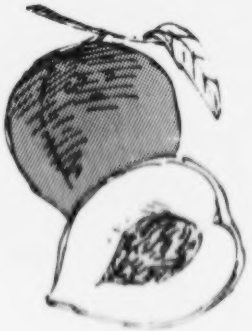
orange



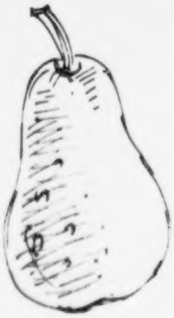
tangerine



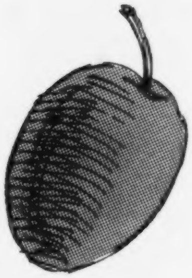
banana



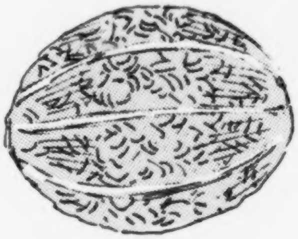
peach



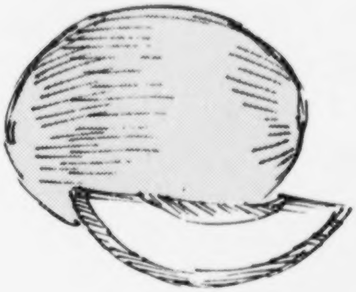
pear



plum

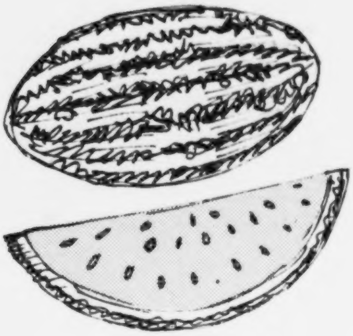


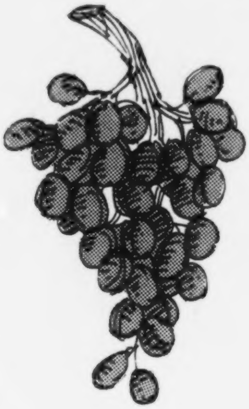
cantaloupe

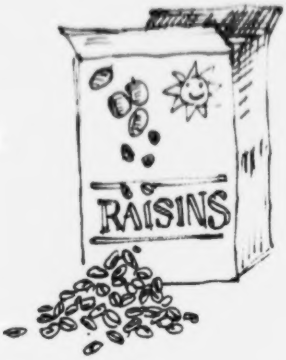


honeydew

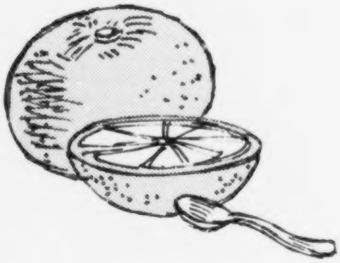
Fruit


watermelon

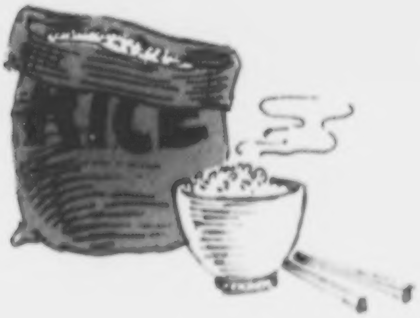

grapes



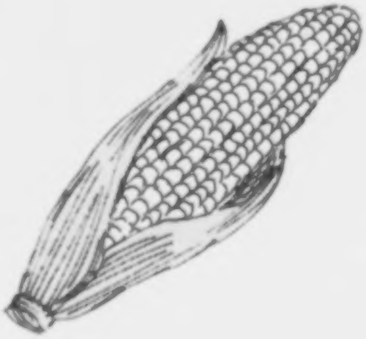
raisins


grapefruit

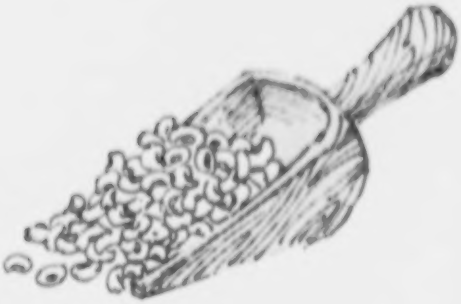
Cereals and Grains



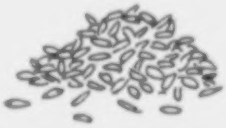
rice



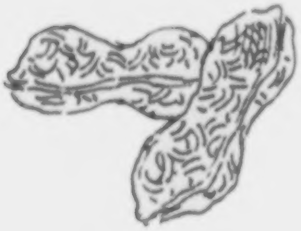
corn



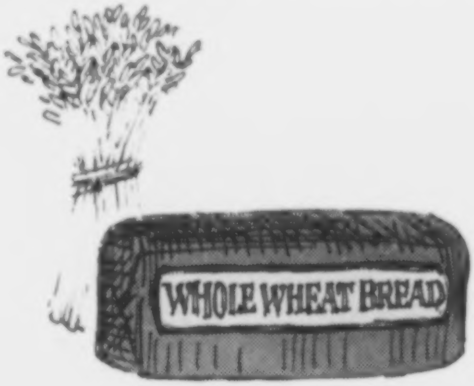
soybean



sesame



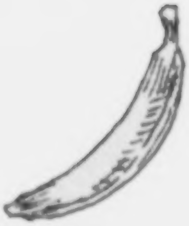
peanut


WHOLE WHEAT BREAD

wheat

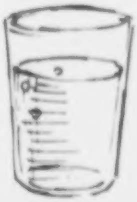
Useful Expressions

1. a) Are you hungry?
   b) Yes, I am hungry.

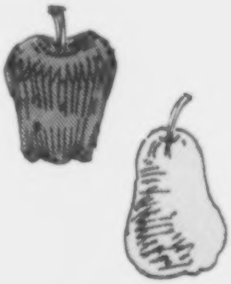


2. a) What would you like to eat?
   b) I would like a banana.

3. a) Are you thirsty?
   b) Yes, I am.



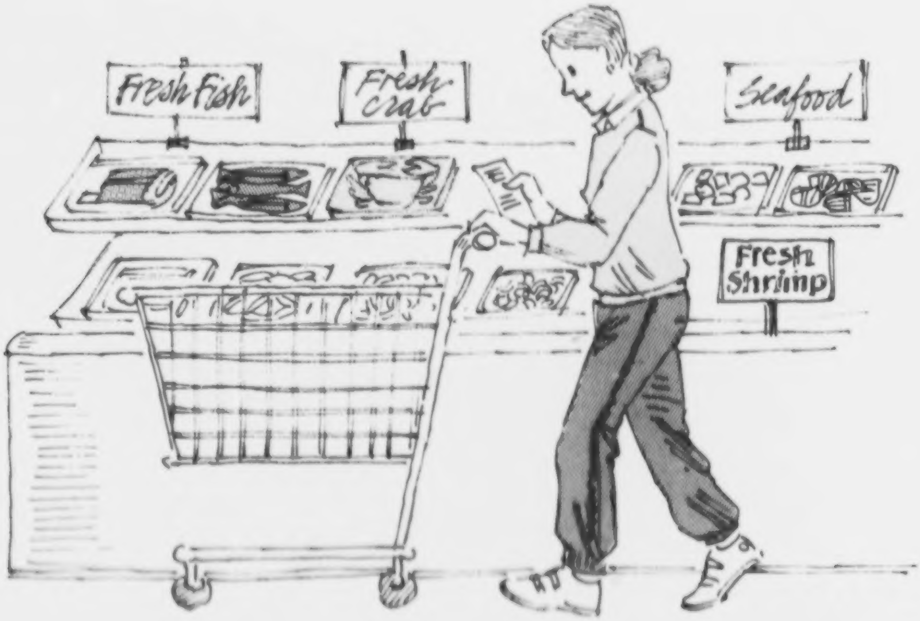
4. a) What would you like to drink?
   b) I would like a glass of water.



5. a) Does ________ like apples?
   b) No, he doesn't.

   a) What does he like?
   b) He likes pears.

Practice



Mrs. __________ is at the supermarket. She is shopping. She needs eggs, rice, and fish. The eggs are on aisle 5A. The rice is on aisle 3B. The fish is on aisle 2A.

Circle the correct answer:

1. Is Mrs. __________ at the supermarket?
   a. Yes, she is.
   b. No, she isn't.

2. Is she shopping?
   a. Yes, she is.
   b. No, she isn't.

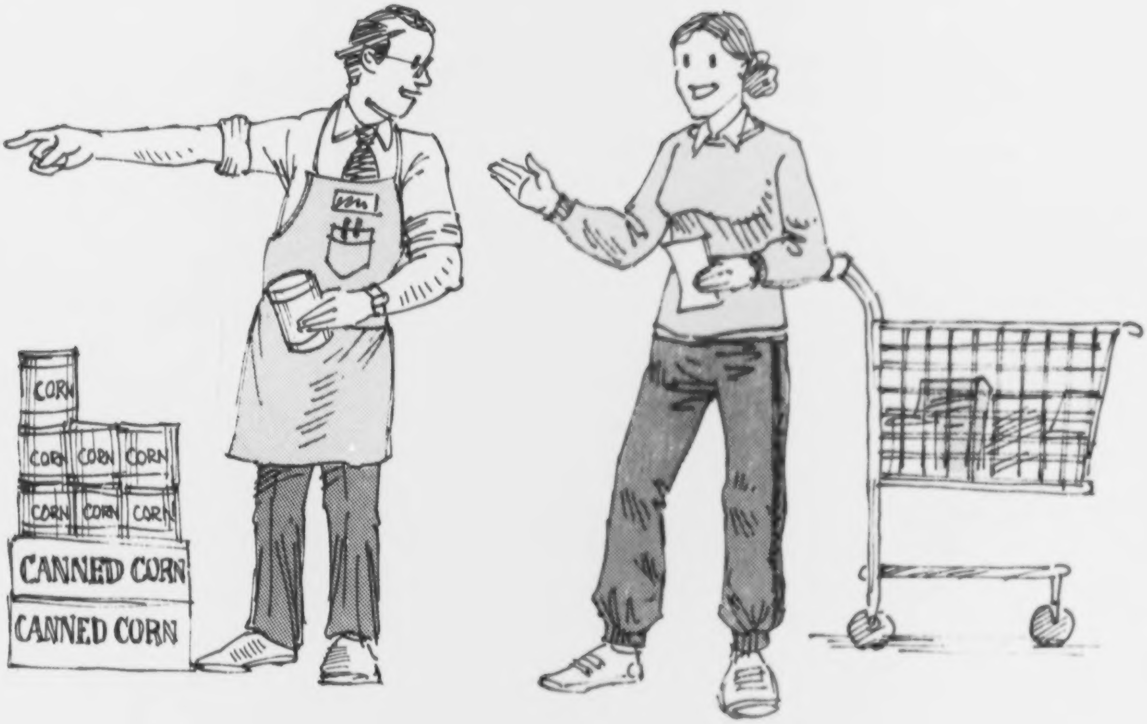
3. Does she need grapes?
   a. Yes, she does.
   b. No, she doesn't.

4. Does she need fish?
   a. Yes, she does.
   b. No, she doesn't.

5. Is the rice on aisle 3?
   a. Yes, it is.
   b. No, it isn't.

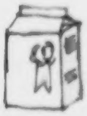
6. Is the fish on aisle 3?
   a. Yes, it is.
   b. No, it isn't.

Practice

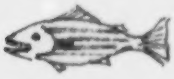

CORN
CORN
CORN
CORN
CORN
CORN
CORN
CANNED CORN
CANNED CORN

a. Where's the rice?
b. It's on aisle 3B
a. Thank you.
b. Sure.

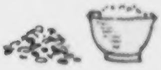
1. Where's the ____ ____ ____ ____?



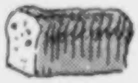
2. Where's the ____ ____ ____ ____?



3. Where's the ____ ____ ____ ____?



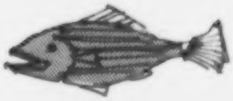
4. Where's the ____ ____ ____ ____ ____?

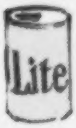


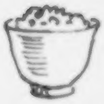
fish rice milk bread

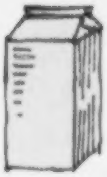
Practice

letters

1. __ ish


2. __eer


3. __ice


4. __ilk


unscramble

Sure. 1. ______________________________

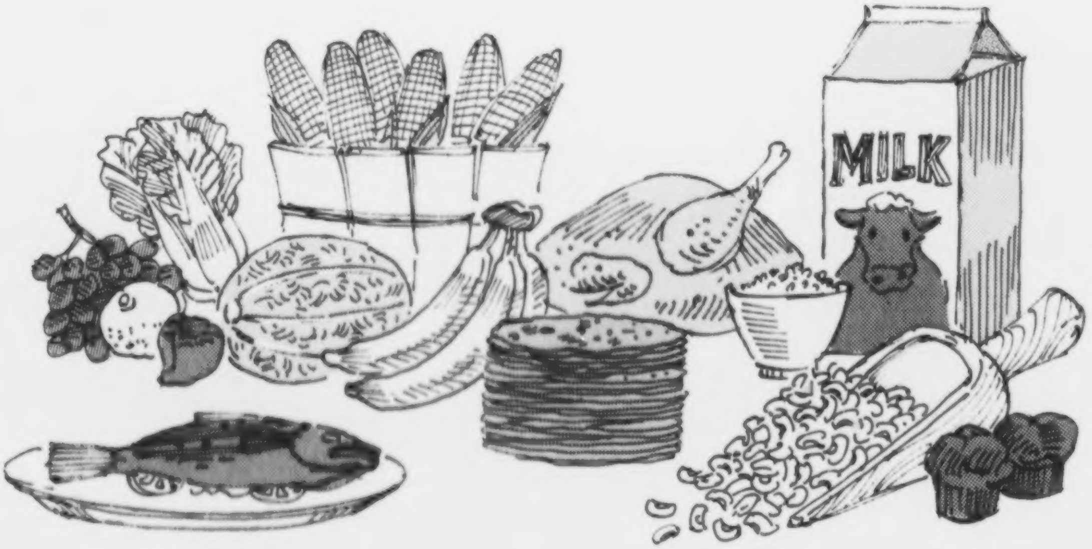
It's on aisle 3B. 2. ______________________________

Thank you. 3. ______________________________

Where's the rice? 4. ______________________________

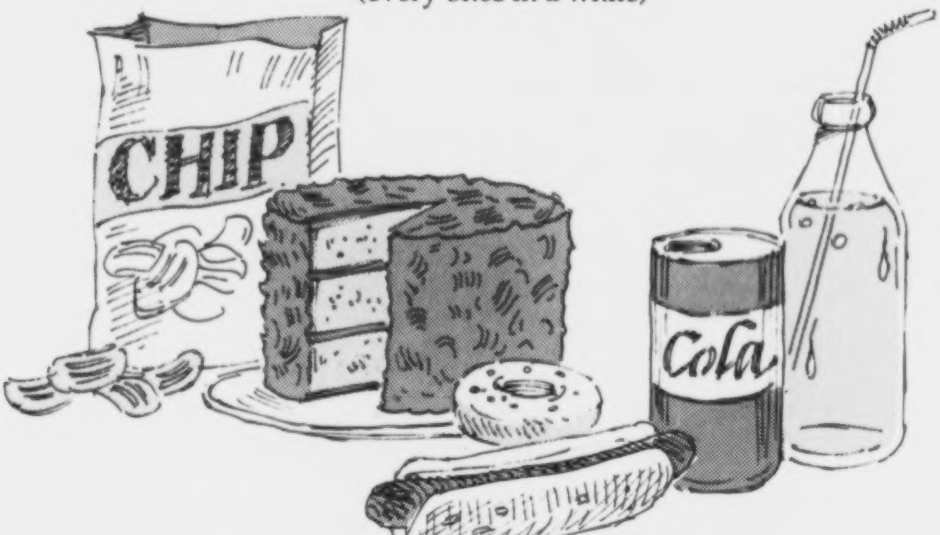
Make Wise Food Choices

Healthy Foods



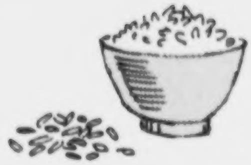
Non-essential Foods

(every once in a while)

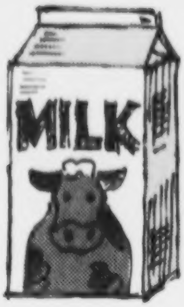


Practice

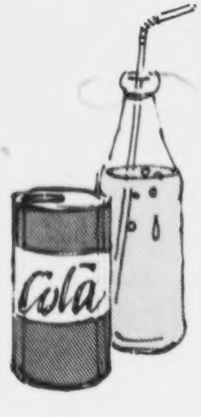
Circle the non-essential foods.



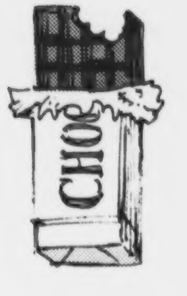
1.



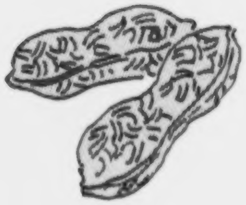
2.



3.



4.



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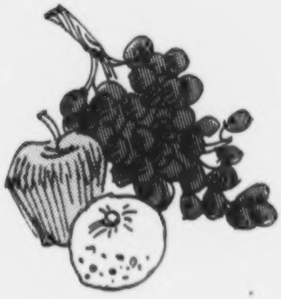

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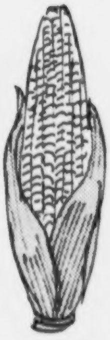

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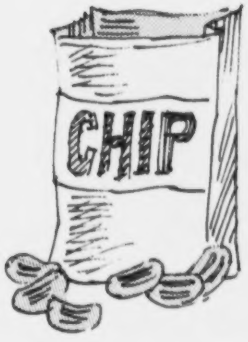

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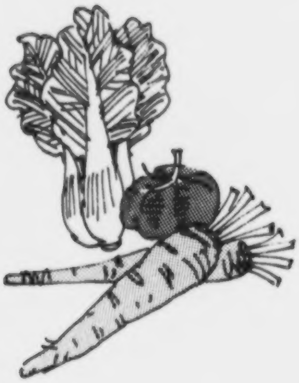

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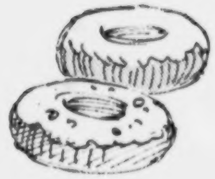
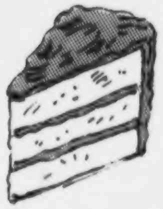
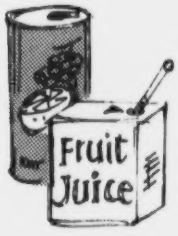


10.

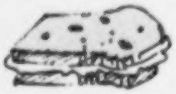


11.

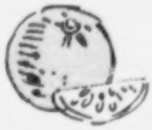

Fruit
Juice

12.

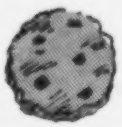
Which Foods Are Good Snacks?



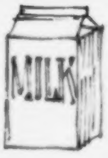
peanut butter
sandwich



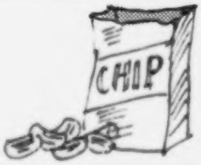
orange



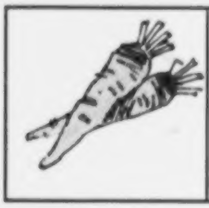
cookies



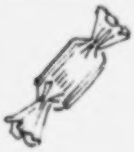
milk



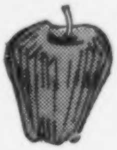
potato chips



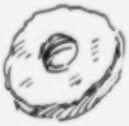
carrots



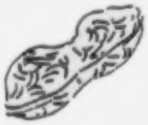
candy



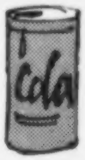
apple



doughnut



peanut



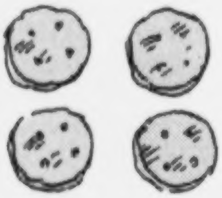
soda

Good snacks:

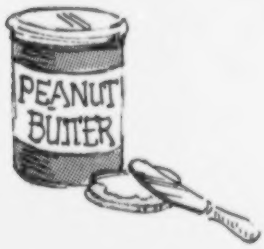
1. ____________________ 2. ____________________ 3. ____________________

4. ____________________ 5. ____________________ 6. ____________________

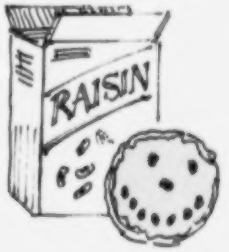
Recipe: Peanut Butter Faces



4 crackers

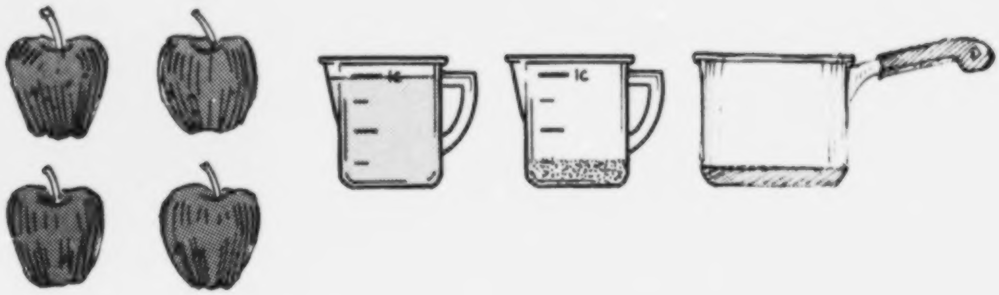


spread peanut butter
on cracker



make a face
with raisins

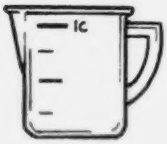
Applesauce: You can make it.



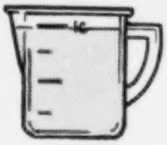
1. Peel 4 apples (to make more use 8 apples).
2. Take out the seeds.
3. Cut up the apples.
4. Put 1 cup of water in a pan (2 cups water for more servings).
5. Put 1/4 cup of sugar in the water (1/2 cup for more).
6. Cook the apples for 15 minutes.

Applesauce is good for children.

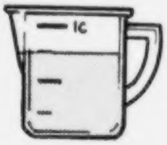
Practice



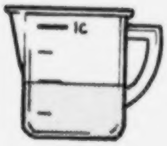
1 cup = CUP = C



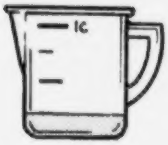
1 C



3/4 C

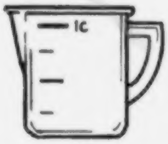


1/2 C

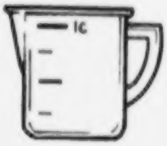


1/4 C

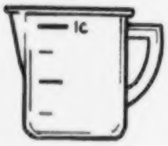
Fill in:



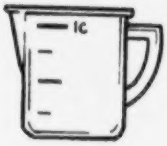
1/2 C



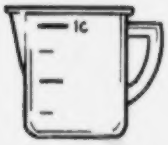
1/4 C



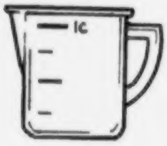
1 C



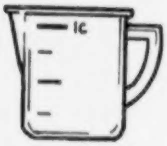
3/4 C



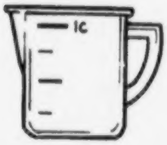
1 C



3/4 C

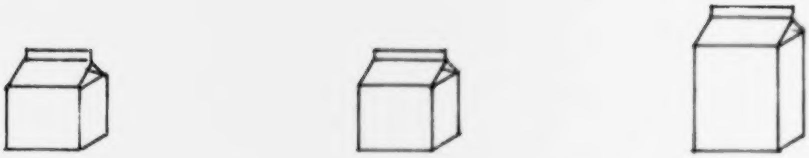


1/4 C

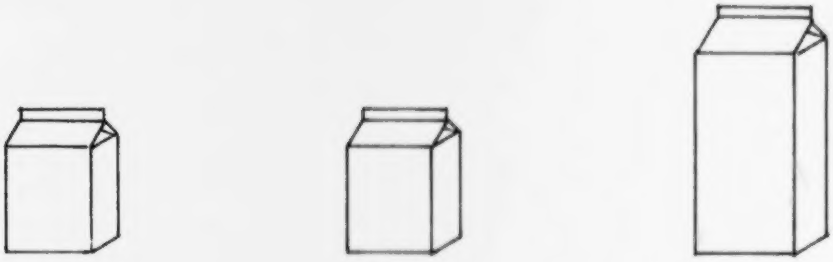


1/2 C

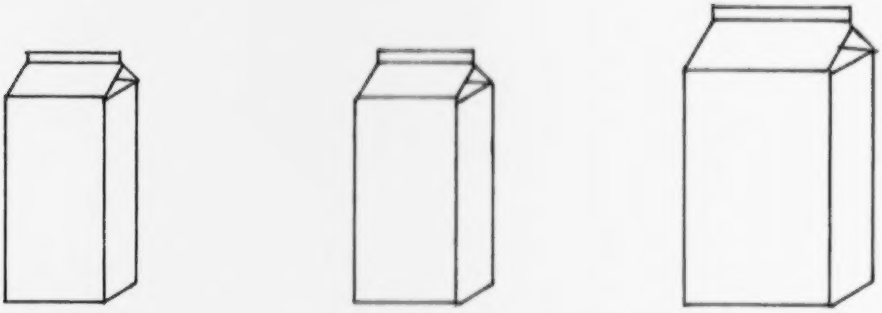
Practice



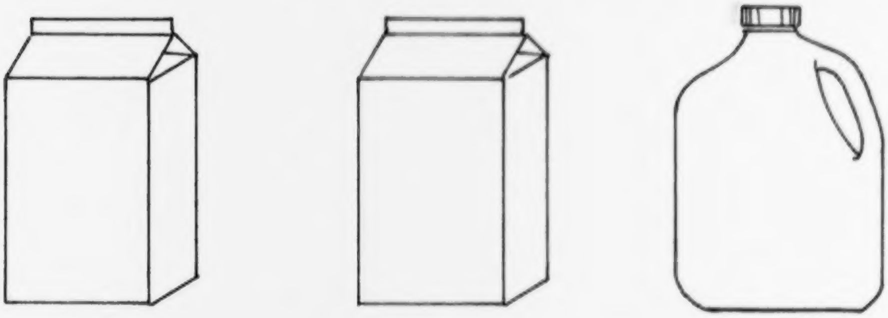
1/2 pint + 1/2 pint = 1 pint



1 pint + 1 pint = 1 quart



1 quart + 1 quart = 1/2 gallon



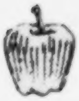
1/2 gallon + 1/2 gallon = 1 gallon

Unit D: Math

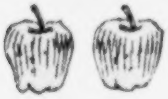
Topic	Page
Cardinal Numbers	D - 1
Ordinal Numbers	D - 8
Money	D - 12
Addition	D - 18
Subtraction	D - 20
Multiplication	D - 22
Division	D - 26

Using Numbers

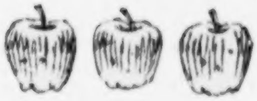
Cardinal Numbers



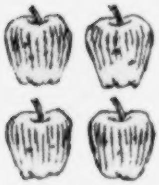
1



2



3



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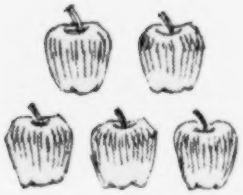

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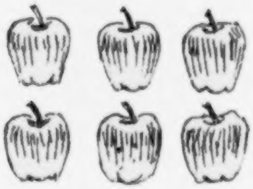

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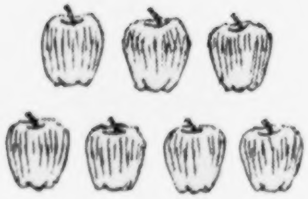

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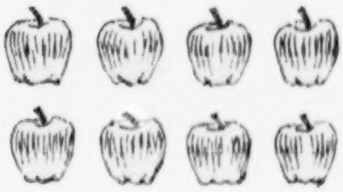

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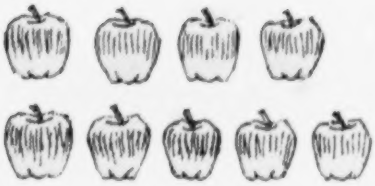

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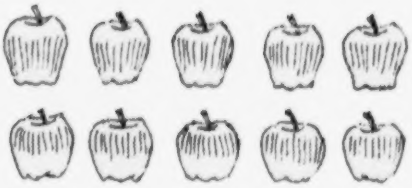


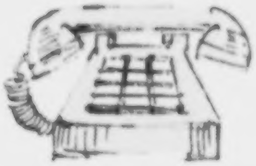
10

Vocabulary

0 - zero
1 - one
2 - two
3 - three
4 - four
5 - five
6 - six
7 - seven
8 - eight
9 - nine
10 - ten
11 - eleven
12 - twelve
13 - thirteen
14 - fourteen
15 - fifteen
16 - sixteen
17 - seventeen
18 - eighteen
19 - nineteen
20 - twenty

30 - thirty
40 - forty
50 - fifty
60 - sixty
70 - seventy
80 - eighty
90 - ninety
100 - one hundred
200 - two hundred
300 - three hundred
400 - four hundred
500 - five hundred
600 - six hundred
700 - seven hundred
800 - eight hundred
900 - nine hundred
1,000 - one thousand
10,000 - ten thousand
100,000 - one hundred thousand
1,000,000 - one million

Useful Expressions

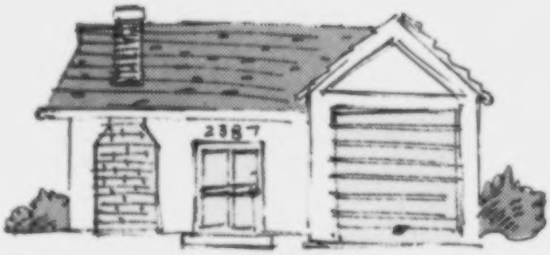


1. What is your phone number?

   My phone number is 623 - 1796.

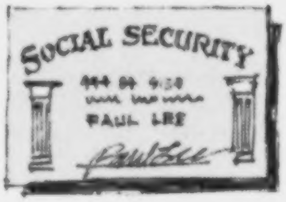
2. What is the room number?

   It's 451.



3. What is your house number?

   It's 2387.

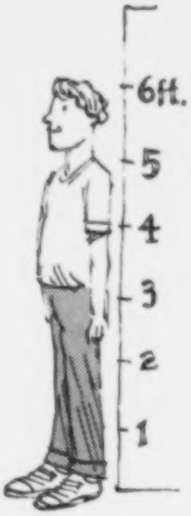

SOCIAL SECURITY
PAUL LEE

4. What is your social security number?

   It's 444 - 84 - 9139.

5. How old are you?

   I'm 27 years old.



6. How tall are you?

   I'm 6 feet.

7. How much do you weigh?

   I weigh 155 pounds.

Chart with 0 -100

0	10	20	30	40	50	60	70	80	90
1	11	21	31	41	51	61	71	81	91
2	12	22	32	42	52	62	72	82	92
3	13	23	33	43	53	63	73	83	93
4	14	24	34	44	54	64	74	84	94
5	15	25	35	45	55	65	75	85	95
6	16	26	36	46	56	66	76	86	96
7	17	27	37	47	57	67	77	87	97
8	18	28	38	48	58	68	78	88	98
9	19	29	39	49	59	69	79	89	99
									100

Practice

11 ______________________________

17 ______________________________

3 ______________________________

16 ______________________________

19 ______________________________

14 ______________________________

2 ______________________________

12 ______________________________

9 ______________________________

5 ______________________________

4 ______________________________

7 ______________________________

8 ______________________________

13 ______________________________

20 ______________________________

18 ______________________________

10 ______________________________

15 ______________________________

6 ______________________________

1 ______________________________

eight
five
seventeen
nine

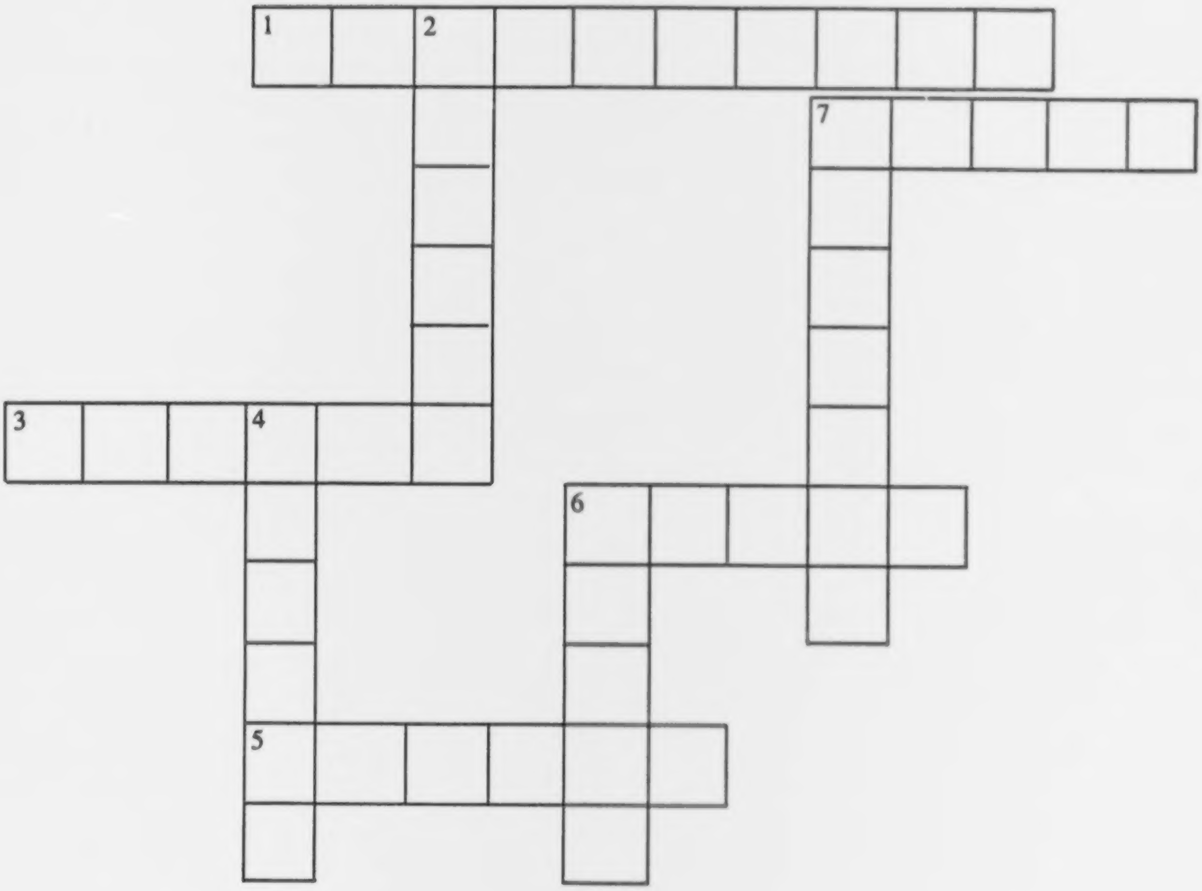
eighteen
fifteen
twenty
thirteen

nineteen
sixteen
twelve
one

eleven
fourteen
three
four

seven
two
six
ten

Practice



ACROSS

1. 100
3. 20
5. 30
6. 50
7. 60

DOWN

2. 80
4. 90
6. 40
7. 70

Practice

1. What is your telephone number?

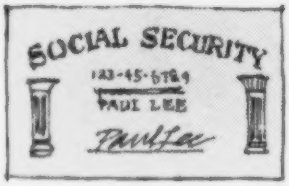
My telephone number is ____________.

2. What is your house number?

My house number is _____________.

3. What is your social security number?

My social security number is _______________.


SOCIAL SECURITY
123-45-6789
PAUL LEE
Paul Lee

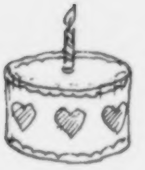
4. How old are you?

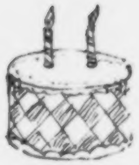
I am ____________ years old.

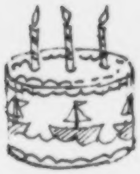
5. How tall are you?

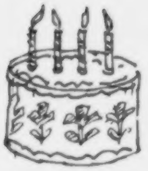
I am _______ feet __________ inches tall.

Ordinal Numbers


1st


2nd


3rd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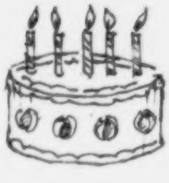
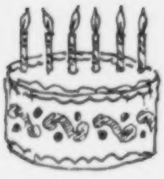
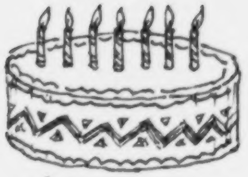
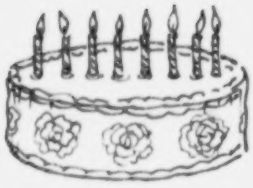
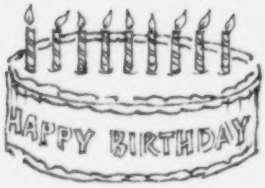
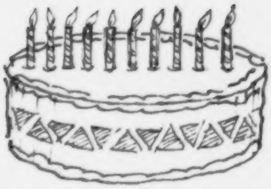

5th


6th


7th


8th


HAPPY BIRTHDAY
9th


10th

Vocabulary

1st - first

2nd - second

3rd - third

4th - fourth

5th - fifth

6th - sixth

7th - seventh

8th - eighth

9th - ninth

10th - tenth

20th - twentieth

30th - thirtieth

100th - hundredth

1000th - thousandth

Practice

2nd ____________________

7th ____________________

1st ____________________

10th ____________________

8th ____________________

9th ____________________

5th ____________________

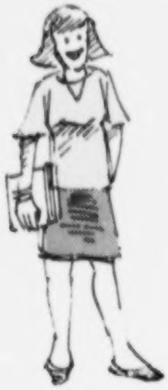
12th ____________________

3rd ____________________

6th ____________________

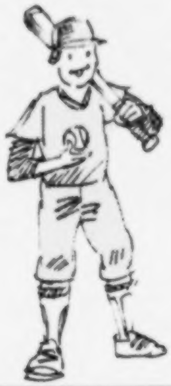
11th ____________________

4th ____________________



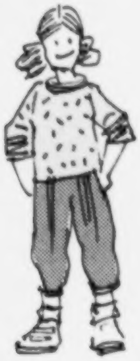
12th grade

What grade is she in?
Is she in high school
or middle school?



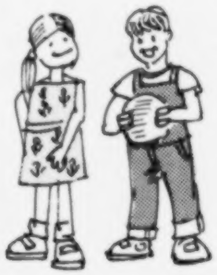
6th grade

What grade is he in?
Is he in middle school
or elementary school?



8th grade

What grade is she in?
Is she in middle school
or elementary school?



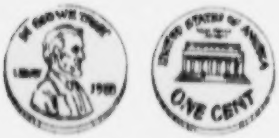
Kindergarten

What grade are they in?
Are they in elementary
school or preschool?

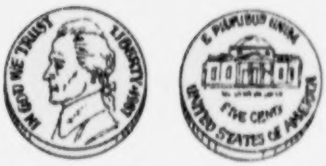
My Children

Child	Grade	School

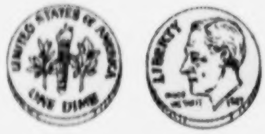
Money


IN GOD WE TRUST
UNITED STATES OF AMERICA
ONE CENT

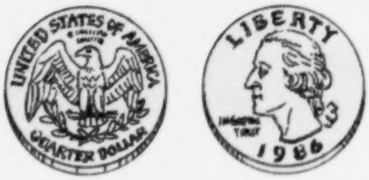
1¢
one cent
penny


IN GOD WE TRUST
LIBERTY
E PLURIBUS UNUM
FIVE CENTS
UNITED STATES OF AMERICA

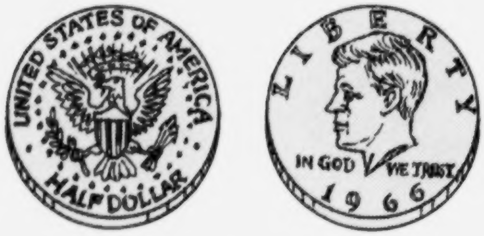
5¢
five cents
nickel


UNITED STATES OF AMERICA
ONE DIME
LIBERTY

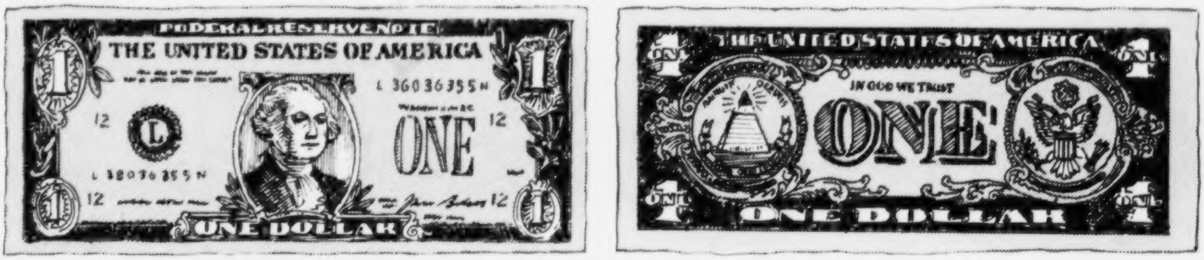
10¢
ten cents
dime


UNITED STATES OF AMERICA
QUARTER DOLLAR
LIBERTY
IN GOD WE TRUST
1986

25¢
twenty-five cents
quarter


UNITED STATES OF AMERICA
HALF DOLLAR
LIBERTY
IN GOD WE TRUST
1966

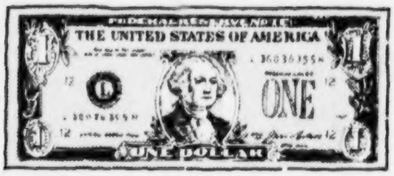
50¢
fifty cents
half-dollar


FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
ONE
ONE DOLLAR
IN GOD WE TRUST

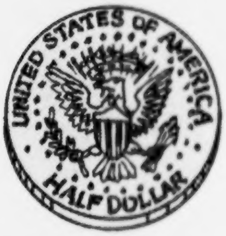
$1.00
$1
one dollar

Vocabulary

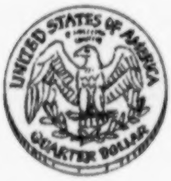
dollar ($1.00)


THE UNITED STATES OF AMERICA
ONE
ONE DOLLAR

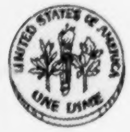
half-dollar (50¢)
fifty cents


UNITED STATES OF AMERICA
HALF DOLLAR

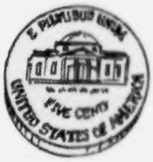
quarter (25¢)
twenty-five cents


UNITED STATES OF AMERICA
QUARTER DOLLAR

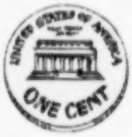
dime (10¢)
ten cents


UNITED STATES OF AMERICA
ONE DIME

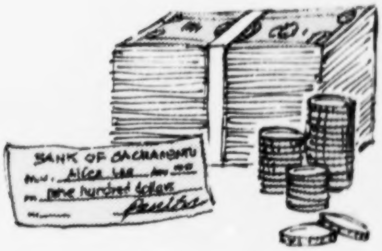
nickel (5¢)
five cents


E PLURIBUS UNUM
FIVE CENTS
UNITED STATES OF AMERICA

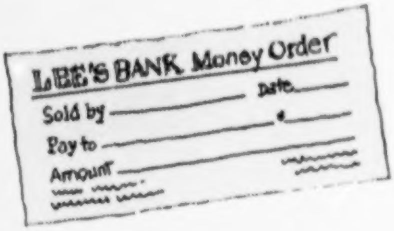
penny (1¢)
one cent


UNITED STATES OF AMERICA
ONE CENT

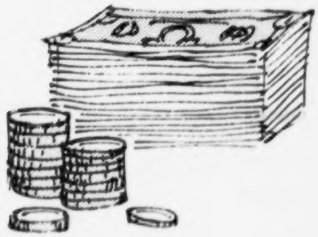
money


BANK OF SACRAMENTO
Alice Lee
One hundred dollars

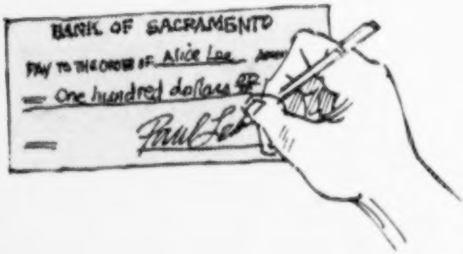
money order


LEE'S BANK Money Order
Date
Sold by
Pay to
Amount

cash



check


BANK OF SACRAMENTO
PAY TO THE ORDER OF Alice Lee
One hundred dollars
Paul Lee

Useful Expressions

1. Do you have any money?

2. How much do you have?

   I have two dollars ($2.00).

3. Do you have change for a dollar?

   Yes, I do.

4. Do you have change for a quarter?

   No, I don't.

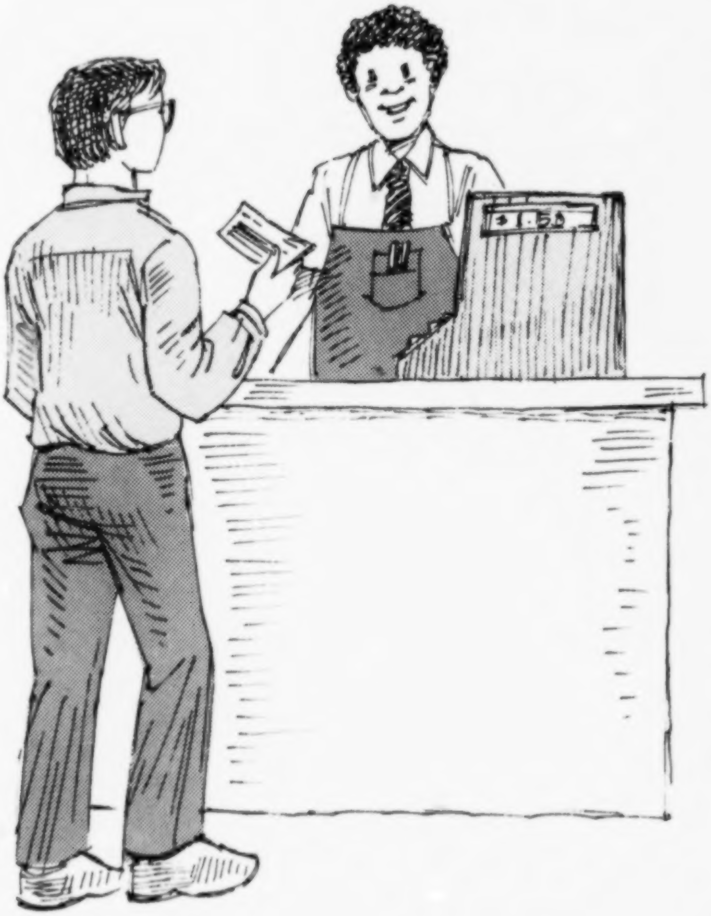
5. How much is this?

   It's $1.50 plus tax.

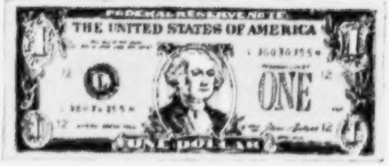
6. I want to buy a money order.

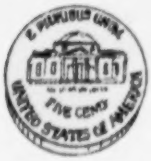
7. I want to cash this check.

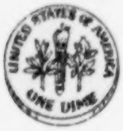
8. May I write a check?

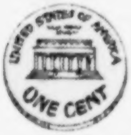


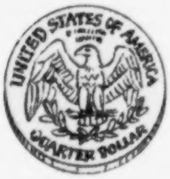
Match:

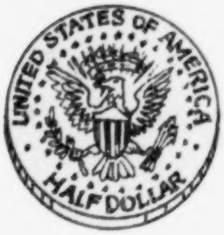
1. 
THE UNITED STATES OF AMERICA
ONE
ONE DOLLAR

2. 
E PLURIBUS UNUM
FIVE CENTS
UNITED STATES OF AMERICA

3. 
UNITED STATES OF AMERICA
ONE DIME

4. 
UNITED STATES OF AMERICA
ONE CENT

5. 
UNITED STATES OF AMERICA
QUARTER DOLLAR

6. 
UNITED STATES OF AMERICA
HALF DOLLAR

nickel

penny

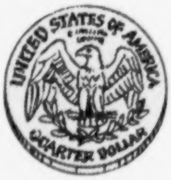
dime

quarter

dollar

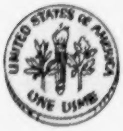
half-dollar

Practice

1. 

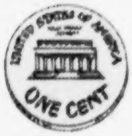
What's this?

It's a ______________________________.

2. 

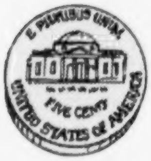
What's this?

It's a ______________________________.

3. 

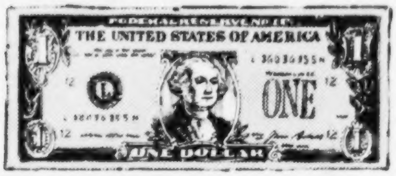
What's this?

It's a ______________________________.

4. 

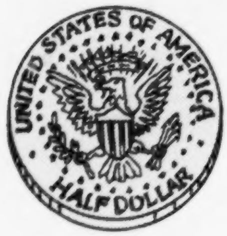
What's this?

It's a ______________________________.

5. 

What's this?

It's a ______________________________.

6. 

What's this?

It's a ______________________________.

Practice

1. 10¢ 5¢ = ________

2. 10¢ 5¢ 1¢ = ________

3. 5¢ 5¢ 10¢ 10¢ = ________

4. 10¢ 10¢ 5¢ 25¢ = ________

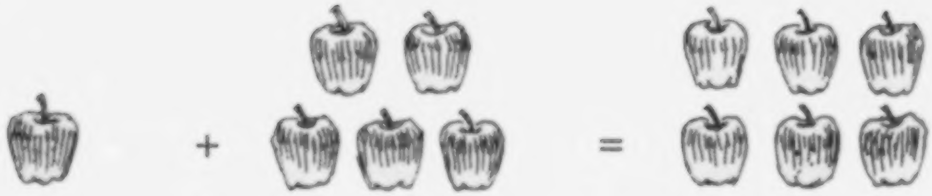
5. 25¢ 25¢ 10¢ 10¢ 1¢ = ________

6. 5¢ 5¢ 1¢ 1¢ 10¢ = ________

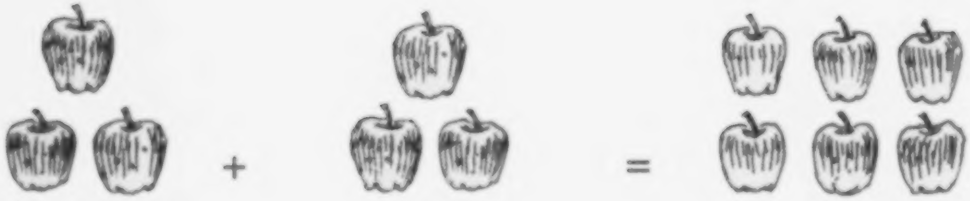
7. 1¢ 1¢ 1¢ 25¢ 10¢ 5¢ = ________

8. 10¢ 10¢ 10¢ 5¢ 5¢ 1¢ 1¢ = ________

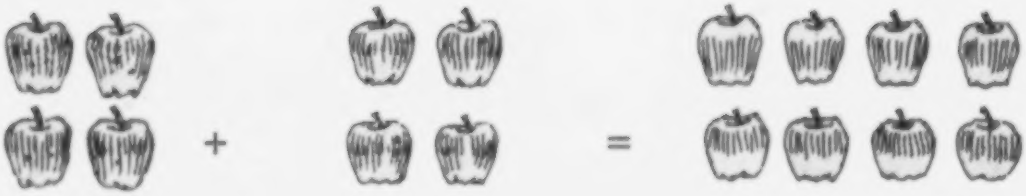
Addition



1 and (plus) 5 equal 6 (total)



3 and (plus) 3 equal 6 (total)

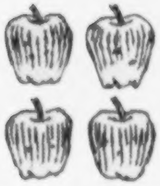


4 add (plus) 4 equal 8 (total)

Practice - **Addition**

$\begin{array}{r}1\\+1\\\hline\end{array}$	$\begin{array}{r}5\\+2\\\hline\end{array}$	$\begin{array}{r}20\\+35\\\hline\end{array}$	$\begin{array}{r}50\\+70\\\hline\end{array}$
$\begin{array}{r}55\\+35\\\hline\end{array}$	$\begin{array}{r}67\\+83\\\hline\end{array}$	$\begin{array}{r}78\\+53\\\hline\end{array}$	$\begin{array}{r}69\\+78\\\hline\end{array}$
$\begin{array}{r}127\\+230\\\hline\end{array}$	$\begin{array}{r}413\\+506\\\hline\end{array}$	$\begin{array}{r}515\\+632\\\hline\end{array}$	$\begin{array}{r}609\\+151\\\hline\end{array}$
$\begin{array}{r}713\\+699\\\hline\end{array}$	$\begin{array}{r}805\\+213\\\hline\end{array}$	$\begin{array}{r}913\\+178\\\hline\end{array}$	$\begin{array}{r}1056\\+2133\\\hline\end{array}$
$\begin{array}{r}5033\\+4615\\\hline\end{array}$	$\begin{array}{r}4067\\+2813\\\hline\end{array}$	$\begin{array}{r}5898\\+1323\\\hline\end{array}$	$\begin{array}{r}6999\\+7456\\\hline\end{array}$

Subtraction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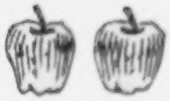
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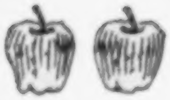
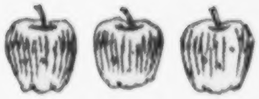


4 minus (subtract) 2 equal 2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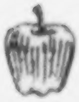
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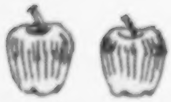
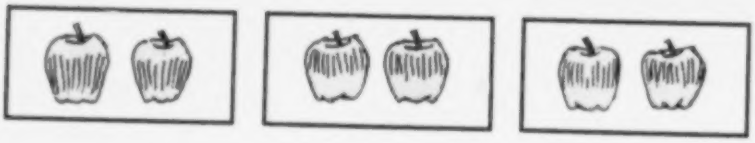


3 minus (subtract) 1 equal 2

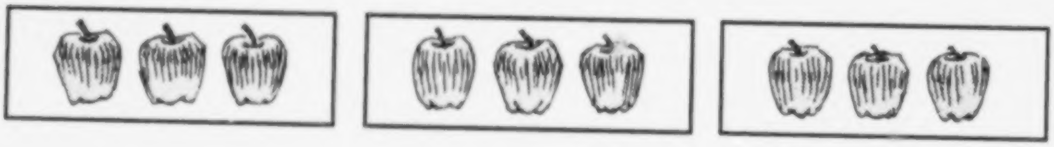
Practice - Subtraction

$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ -12 \\ \hline \end{array}$
$\begin{array}{r} 75 \\ -25 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ -40 \\ \hline \end{array}$	$\begin{array}{r} 85 \\ -43 \\ \hline \end{array}$	$\begin{array}{r} 97 \\ -65 \\ \hline \end{array}$
$\begin{array}{r} 83 \\ -65 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ -49 \\ \hline \end{array}$	$\begin{array}{r} 51 \\ -37 \\ \hline \end{array}$	$\begin{array}{r} 42 \\ -16 \\ \hline \end{array}$
$\begin{array}{r} 123 \\ -101 \\ \hline \end{array}$	$\begin{array}{r} 477 \\ -235 \\ \hline \end{array}$	$\begin{array}{r} 899 \\ -636 \\ \hline \end{array}$	$\begin{array}{r} 755 \\ -415 \\ \hline \end{array}$
$\begin{array}{r} 755 \\ -407 \\ \hline \end{array}$	$\begin{array}{r} 631 \\ -216 \\ \hline \end{array}$	$\begin{array}{r} 444 \\ -255 \\ \hline \end{array}$	$\begin{array}{r} 622 \\ -395 \\ \hline \end{array}$

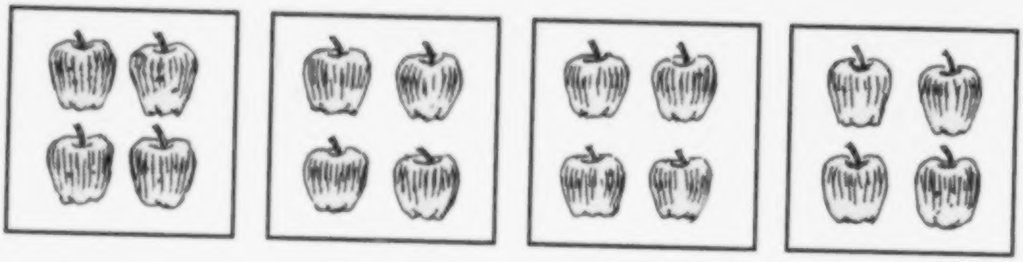
Multiplication



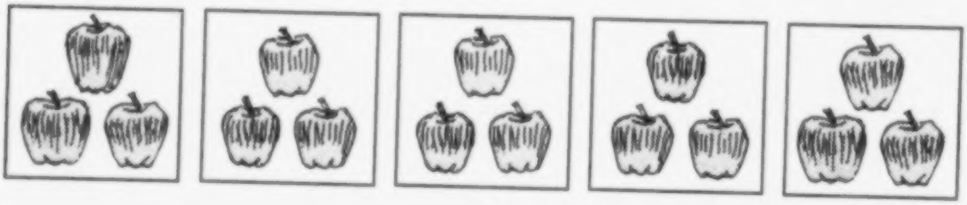
3 x 2 = 6



3 x 3 = 9



4 x 4 = 16



5 x 3 = 15

Multiplication Table

	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

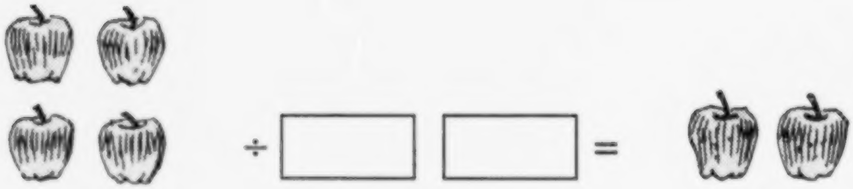
Multiplication

1 x 1	2 x 1	3 x 1	4 x 1	5 x 1	6 x 1	7 x 1	8 x 1	9 x 1	10 x 1
1 x 2	2 x 2	3 x 2	4 x 2	5 x 2	6 x 2	7 x 2	8 x 2	9 x 2	10 x 2
1 x 3	2 x 3	3 x 3	4 x 3	5 x 3	6 x 3	7 x 3	8 x 3	9 x 3	10 x 3
1 x 4	2 x 4	3 x 4	4 x 4	5 x 4	6 x 4	7 x 4	8 x 4	9 x 4	10 x 4
1 x 5	2 x 5	3 x 5	4 x 5	5 x 5	6 x 5	7 x 5	8 x 5	9 x 5	10 x 5
1 x 6	2 x 6	3 x 6	4 x 6	5 x 6	6 x 6	7 x 6	8 x 6	9 x 6	10 x 6
1 x 7	2 x 7	3 x 7	4 x 7	5 x 7	6 x 7	7 x 7	8 x 7	9 x 7	10 x 7
1 x 8	2 x 8	3 x 8	4 x 8	5 x 8	6 x 8	7 x 8	8 x 8	9 x 8	10 x 8
1 x 9	2 x 9	3 x 9	4 x 9	5 x 9	6 x 9	7 x 9	8 x 9	9 x 9	10 x 9
10 x 1	10 x 2	10 x 3	10 x 4	10 x 5	10 x 6	10 x 7	10 x 8	10 x 9	10 x 10

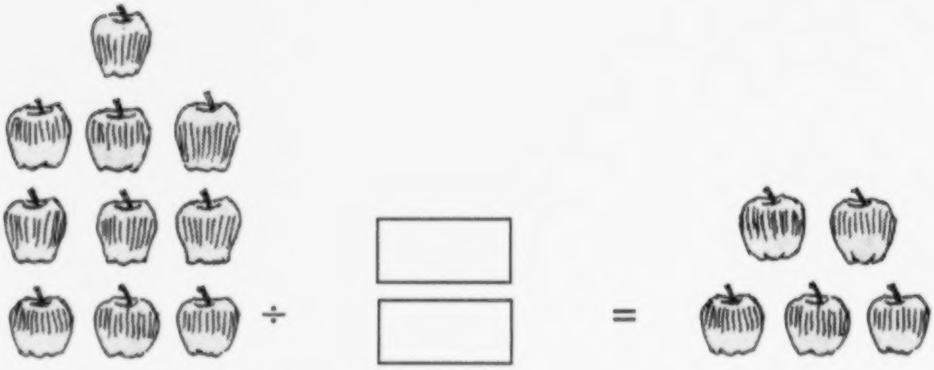
Multiplication

5 x 2	7 x 3	4 x 8	9 x 1
15 x 2	18 x 3	19 x 4	20 x 5
50 x 3	65 x 4	79 x 8	87 x 4
20 x 10	25 x 10	39 x 20	45 x 63
123 x 2	175 x 8	222 x 5	355 x 6
350 x 10	450 x 15	675 x 32	897 x 44

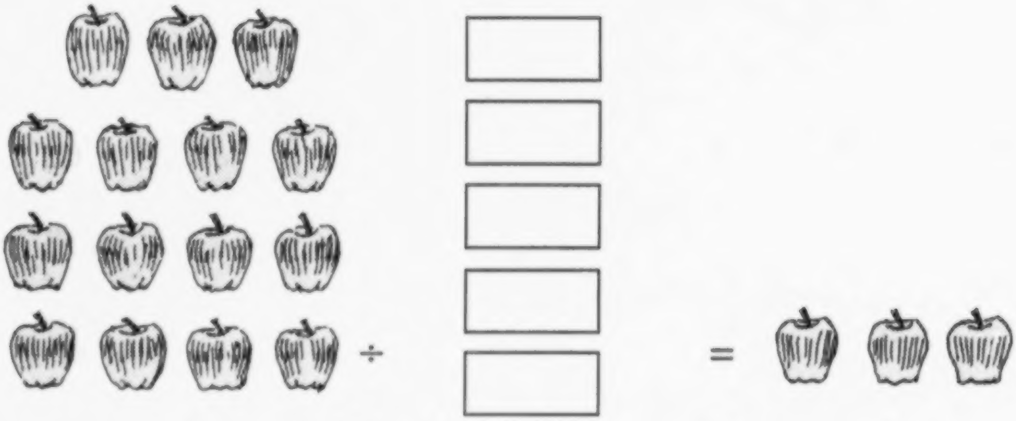
Division



4 divided by 2 = 2



10 divided by 2 = 5



15 divided by 5 = 3

Division

$2\overline{)10}$ $5\overline{)20}$ $6\overline{)30}$ $7\overline{)28}$

$8\overline{)72}$ $4\overline{)40}$ $5\overline{)50}$ $6\overline{)60}$

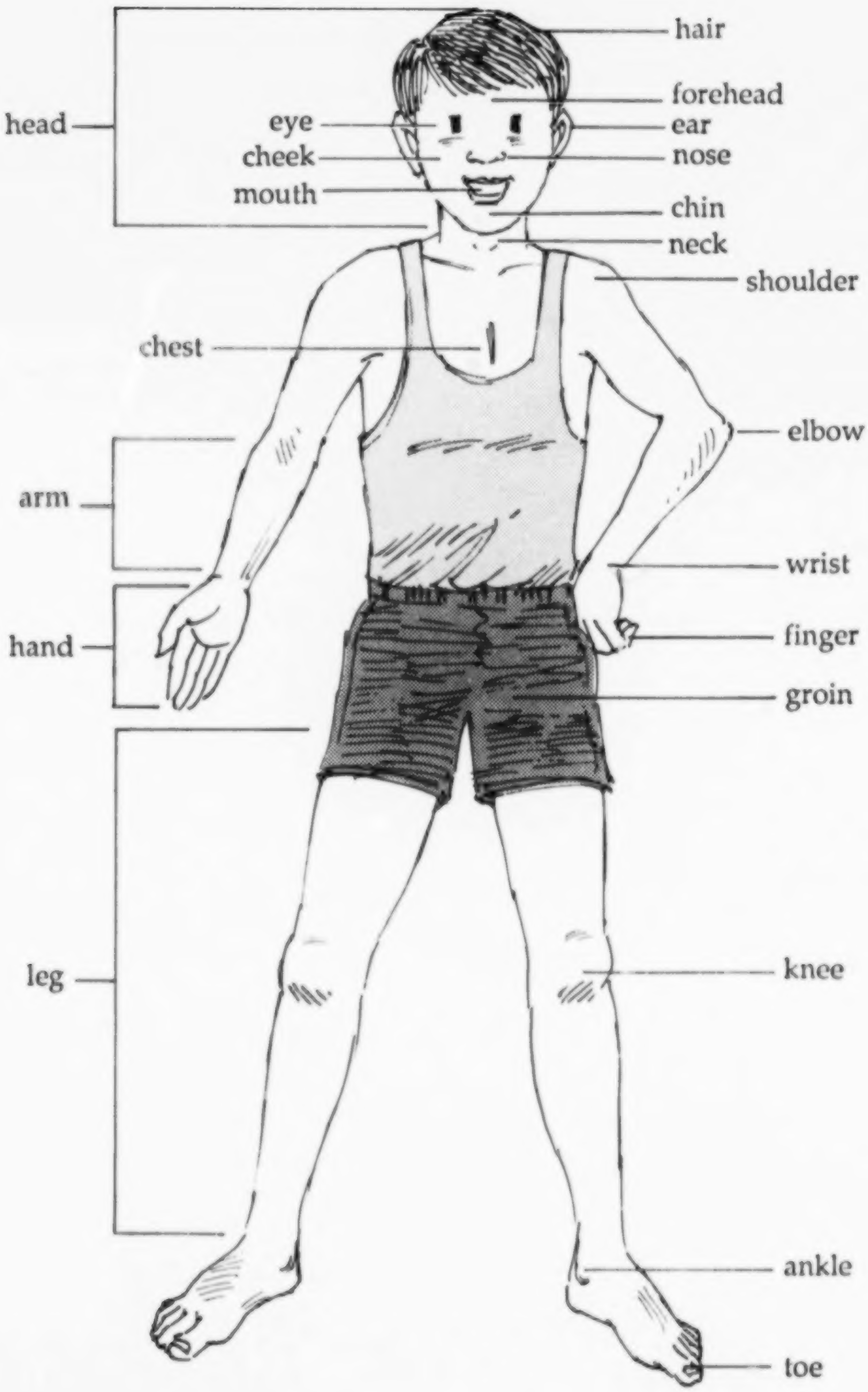
$42 \div 7 =$ $8 \div 2 =$ $9 \div 3 =$ $15 \div 5 =$

$8 \div 4 =$ $72 \div 9 =$ $100 \div 10 =$ $500 \div 10 =$

Unit E: Health

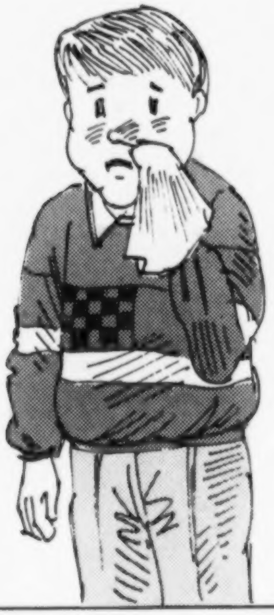
Topic	Page
Health Problems of Children	E - 1
Forms of Medicine	E - 12
Taking Your Child's Temperature	E - 15
Dental Health	E - 19

Health Problems of Children

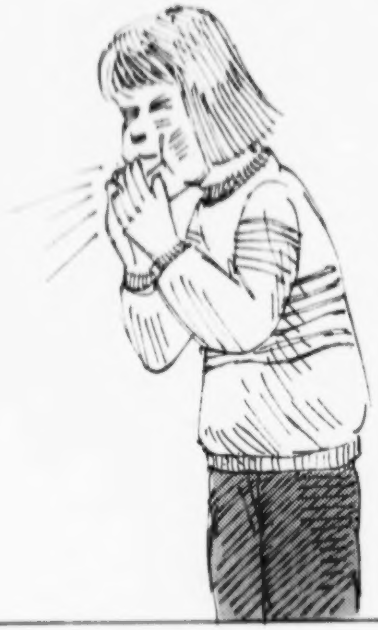

hair
head
eye
forehead
ear
cheek
nose
mouth
chin
neck
shoulder
chest
elbow
arm
wrist
hand
finger
groin
leg
knee
ankle
toe

Health Problems of Children

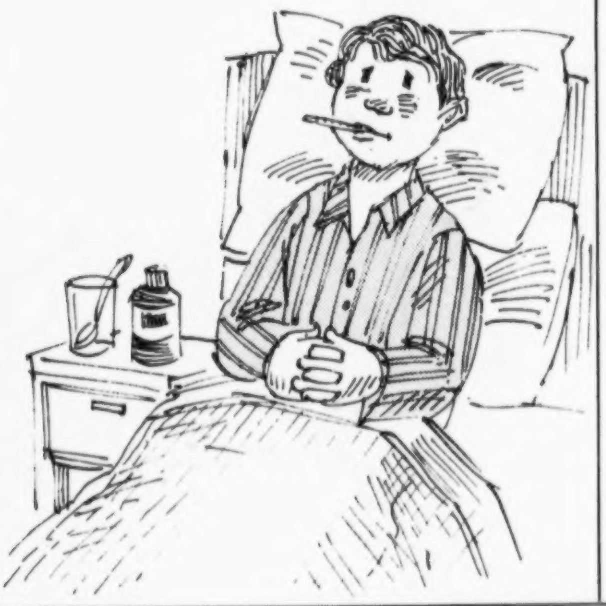
1. cold



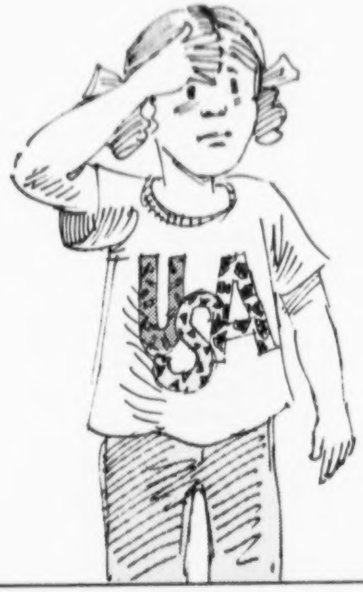
2. cough



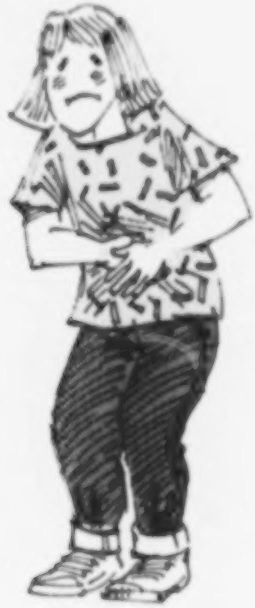
3. flu



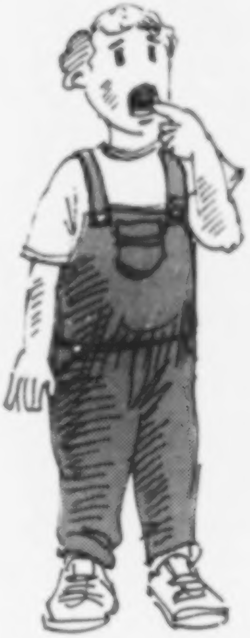
4. headache



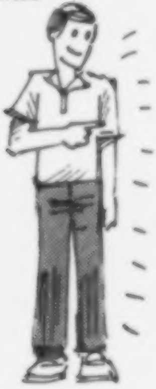
5. stomachache

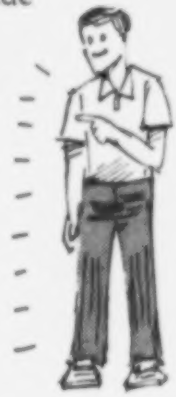


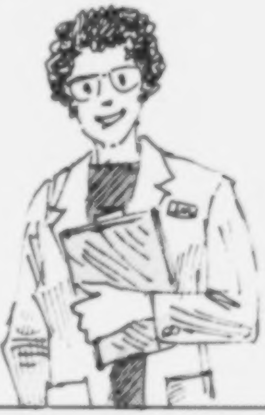
5. toothache

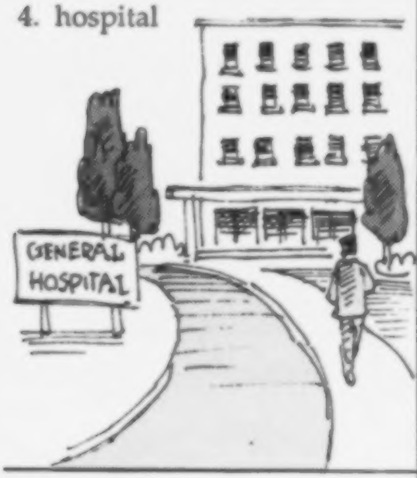


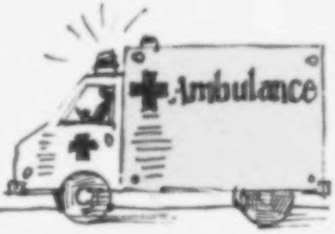
Vocabulary


1. left side

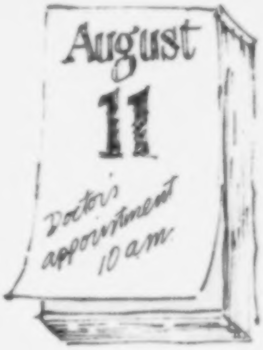

2. right side

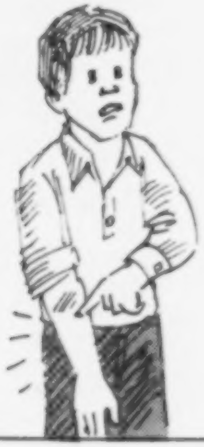

3. doctor

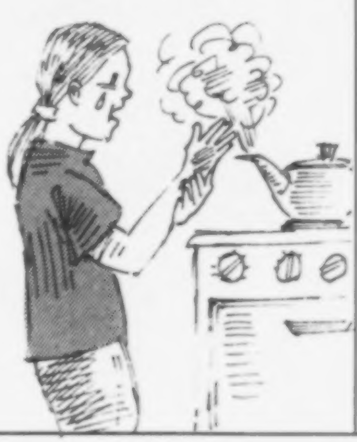

GENERAL HOSPITAL
4. hospital

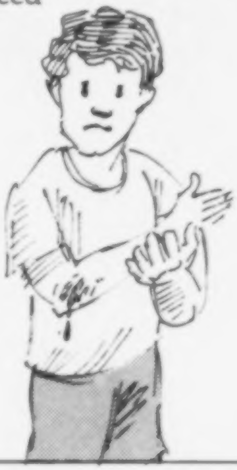


5. ambulance

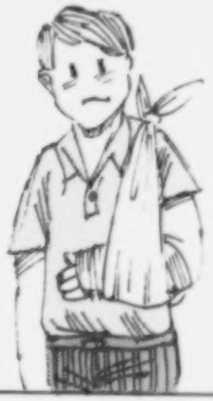

August
11
Doctor's appointment 10 a.m.
6. appointment


7. hurt

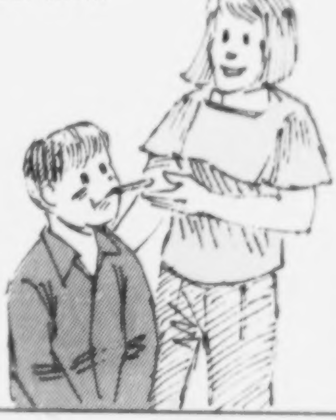

8. burn


9. bleed

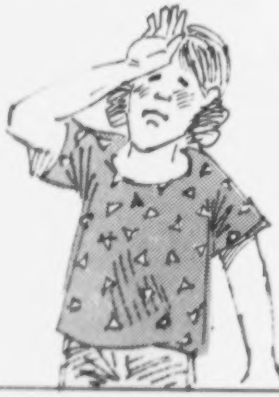
10. break (broke)



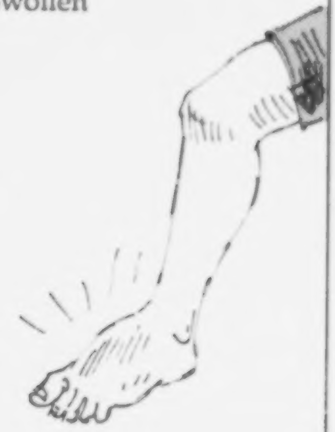
11. fever



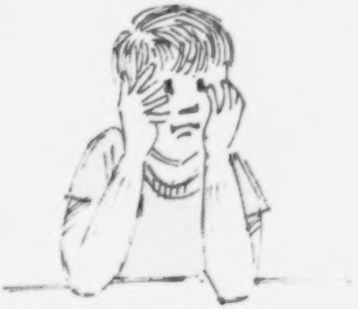
12. dizzy



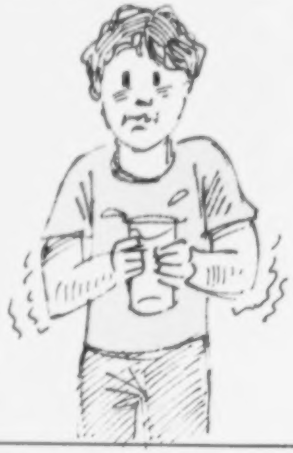
13. swollen



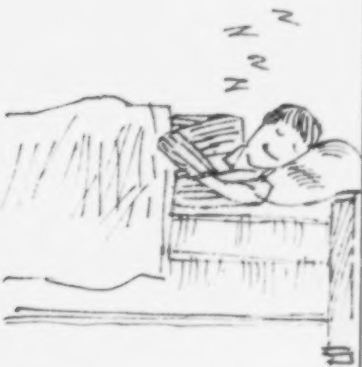
14. depressed



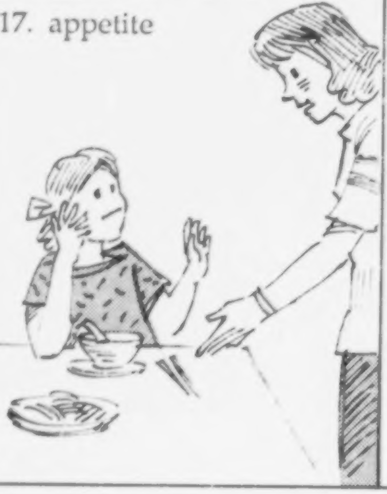
15. nervous



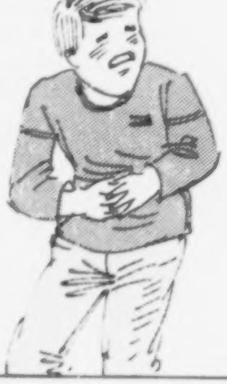
16. sleep



17. appetite

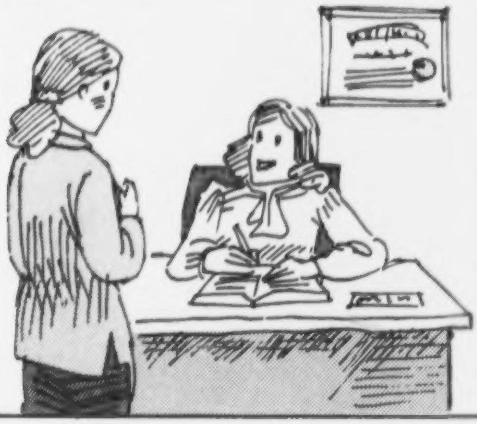


18. sharp/shooting/throbbing

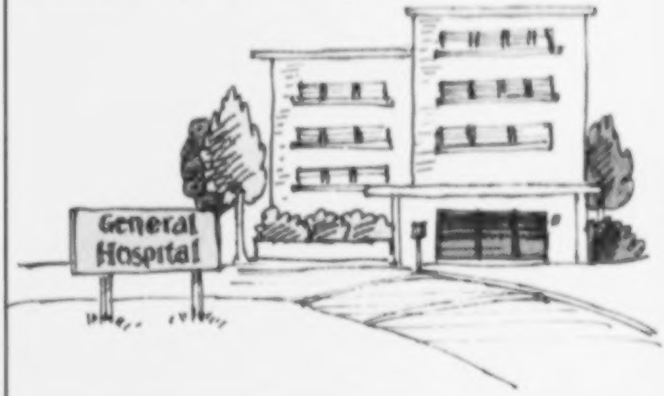


Useful Expressions

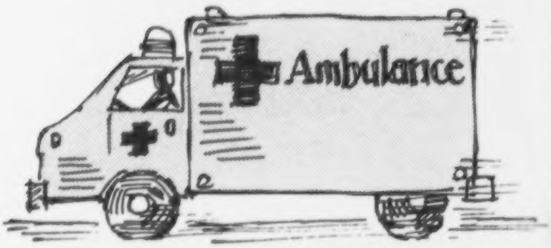
1. I want to see a doctor.



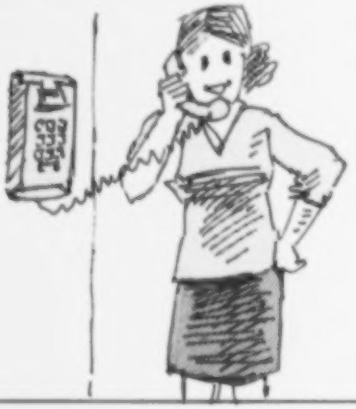
2. I want to go to the hospital.


General Hospital

3. Please call an ambulance.



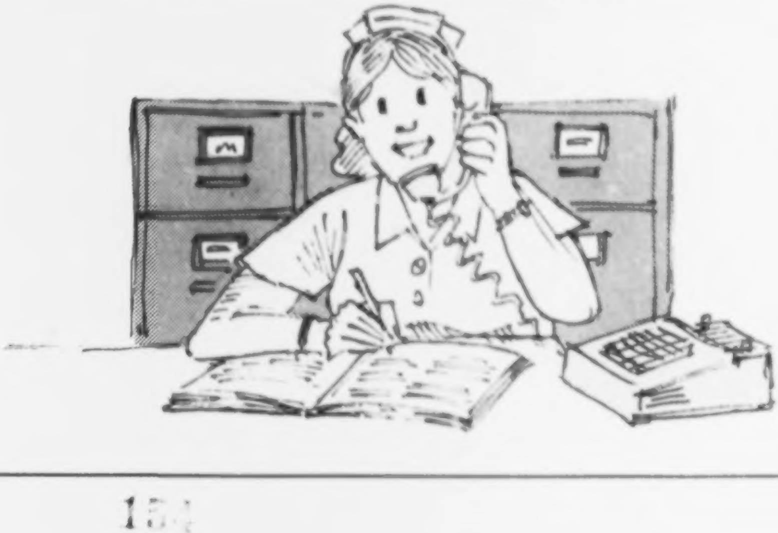
4. I would like to make an appointment with Dr. Kwok.



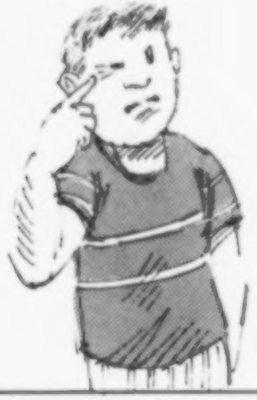
5. What's the matter?

What's wrong?

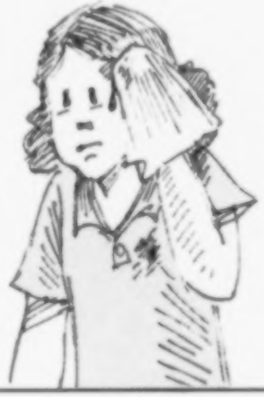
What's the problem?



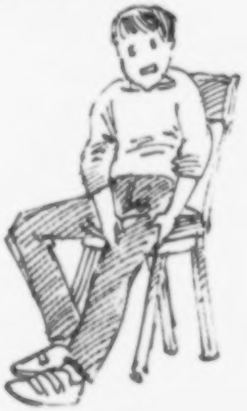
6. My eye burns.



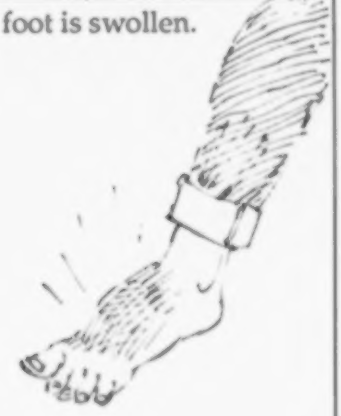
7. My head is bleeding.



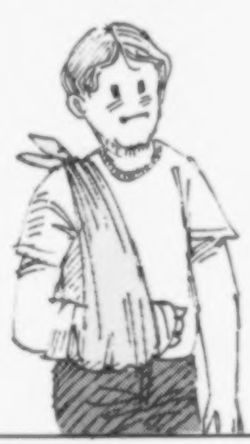
8. My leg is numb.



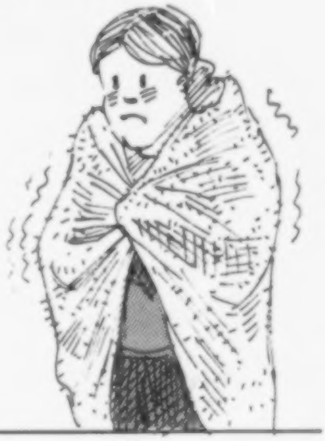
9. My foot is swollen.



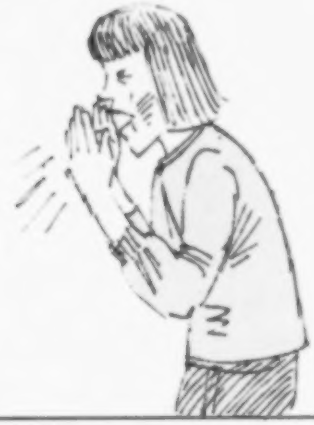
10. I broke my arm.



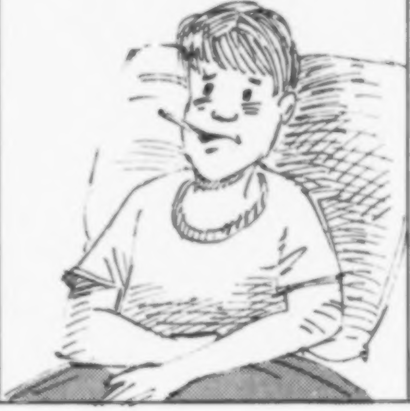
11. She has chills.



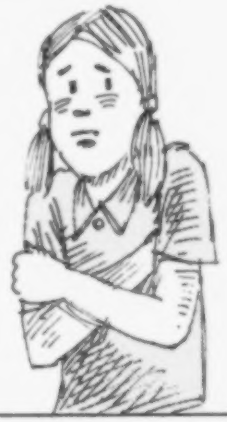
12. She has a cough.



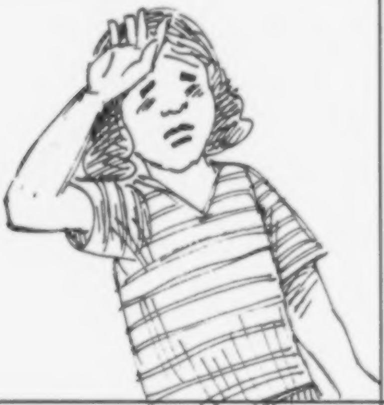
13. I have a fever.



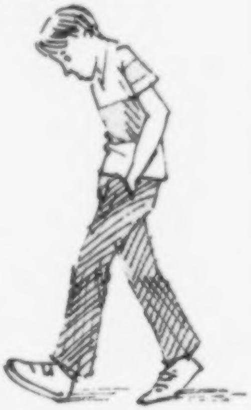
14. I feel afraid.



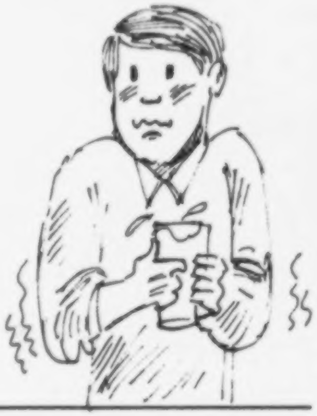
15. I feel dizzy.



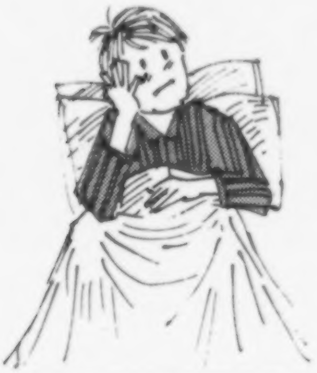
16. I feel depressed.



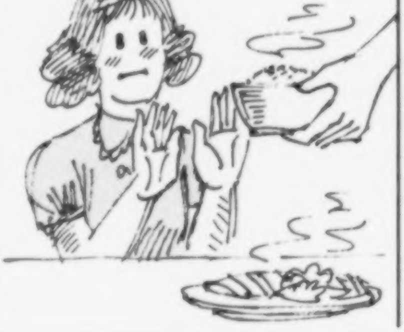
17. I feel nervous.



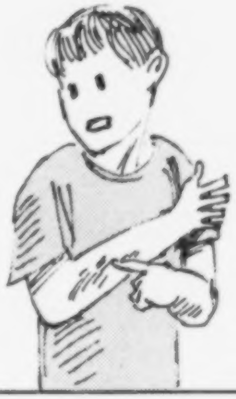
18. I don't sleep well.



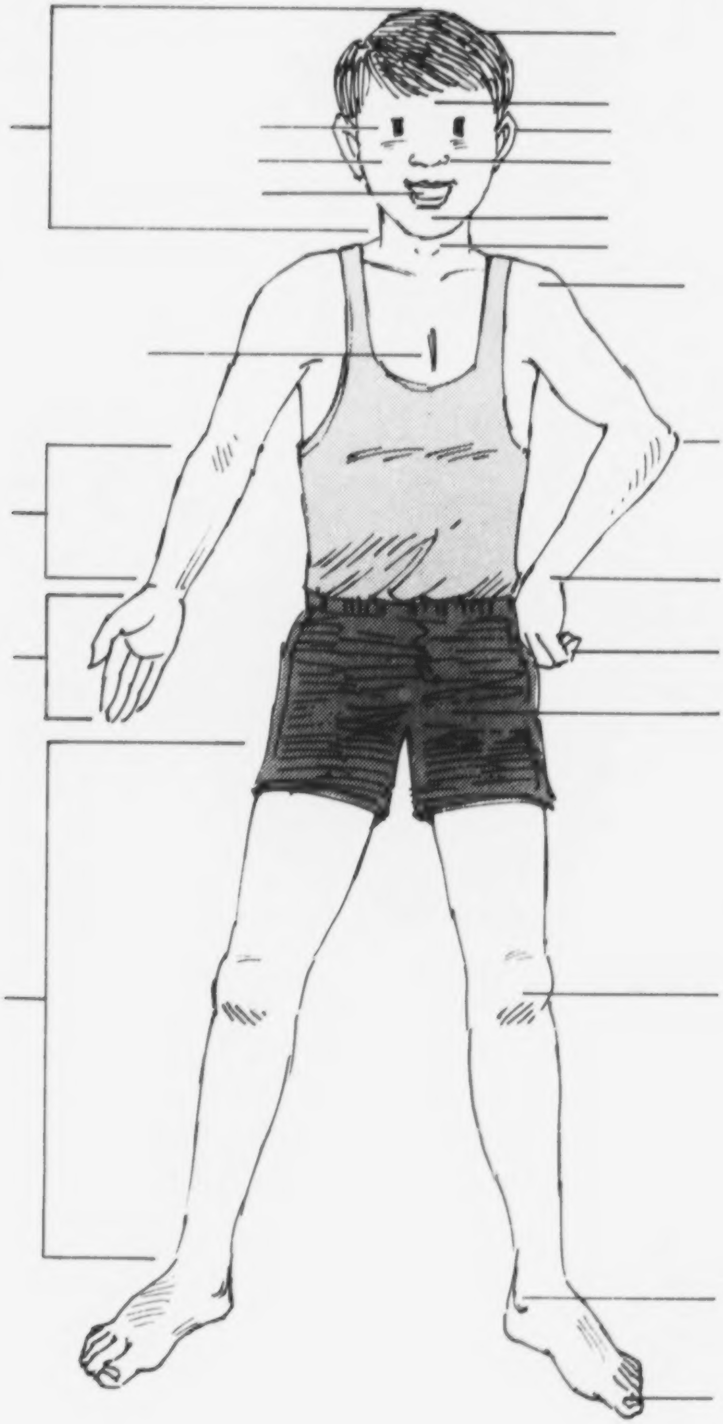
19. I have no appetite.



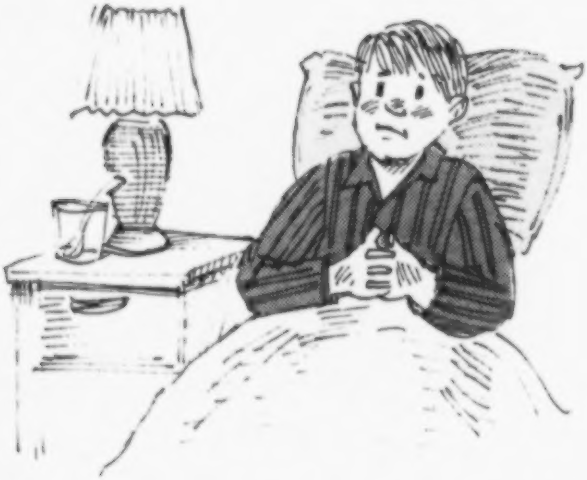
20. My arm hurts.



Practice



Practice



_____________ is sick. He has a cold. His head aches and he has a sore throat. He cannot go to school. He must stay home and rest.

(Choose the better answer:)

1. _____________ is sick. Yes No
2. He has a stomachache. Yes No
3. He has a cold. Yes No
4. He can go to school. Yes No
5. He must stay home. Yes No

(Answer)

1. Is ___________ sick? ________
2. What's the matter? ____________________________________
3. Does his head ache? _________
4. Can he go to school? __________
5. What must _________ do? ___________________________________

Going to a New Doctor

The first time you go to a new doctor, you fill out a health history form. Fill this one out.

Health Record

Name ______________________________ Phone ________________
Address ____
Weight __________ Height __________ Date of Birth ______________
Sex ________ Present Occupation ______________________________
Medical Insurance ____

Family:
Marital Status ____________ Spouse's name ______________________
Number of children __________________________
Age ____ Sex ____ Age ____ Sex ____ Age ____ Sex ____

Medical History:
Have you had any broken bones? ________
Which ones? ______________________________

Have you had an operation? ________ When? ______________
Reason ____
____

How much time did you lose last year from work due to illness? ______________

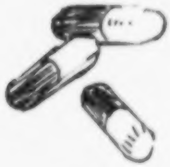
What childhood diseases have you had? ______________________________
____

Do you have any disorder of the following:
heart ____ lungs ____ stomach ____
skin ____ ears ____ eyes ____
mouth ____ back ____ other ____

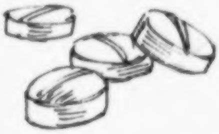
Signature ______________________________________
Date ______________

Forms of Medicine

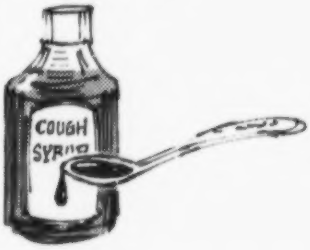
1. capsules



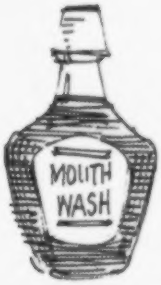
2. tablets



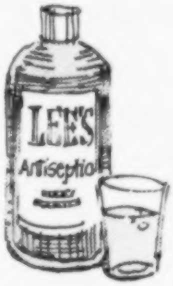
3. liquid/syrup


COUGH
SYRUP

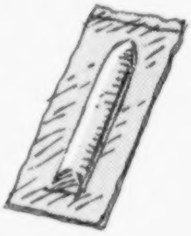
4. mouthwash



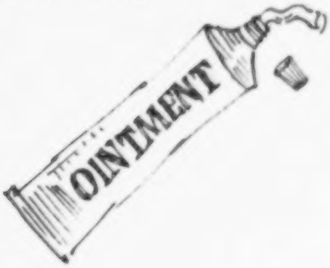
5. antiseptic


LEE'S
Antiseptic

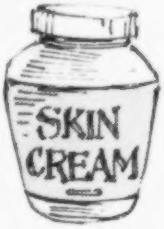
6. suppository



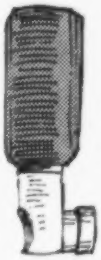
7. ointment



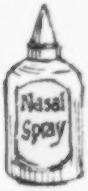
8. cream



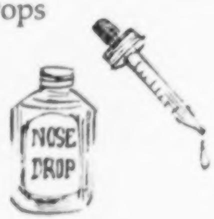
9. inhalant



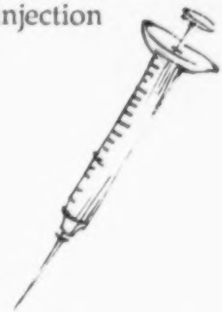
10. nasal spray


Nasal
Spray

11. drops



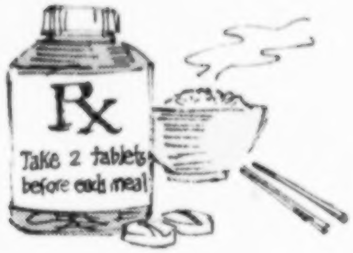
12. injection



Reading Directions on Labels

1. Take 2 tablets.
2. Take 2 capsules.
3. Take every 4 hours.
4. Take 3 times a day.
5. Take until all are taken.
6. Take before each meal.
7. Take in the morning.
8. Take at bedtime.
9. Take as needed for pain.
10. Take for 5 days.
11. Take after meals.
12. Take with food.
13. Take on an empty stomach.
14. Do not drink alcoholic beverages.
15. Do not take dairy products.
16. Shake well before using.
17. Keep refrigerated.
18. Do not use after this date.

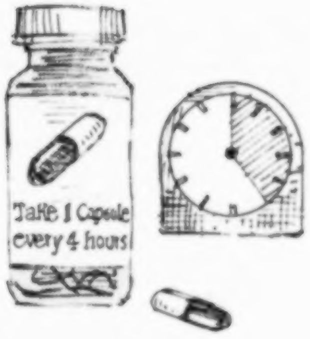
Practice


Rx
Take 2 tablets
before each meal

What? ____________________________

How many? ______

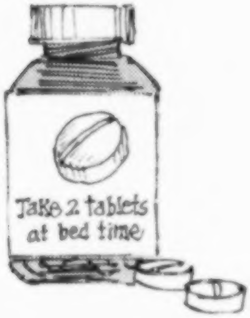
When? ___________________________


Take 1 Capsule
every 4 hours

What? ____________________________

How many? ______

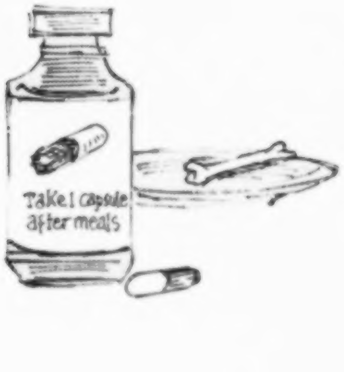
When? ___________________________


Take 2 tablets
at bed time

What? ____________________________

How many? ______

When? ___________________________


Take 1 capsule
after meals

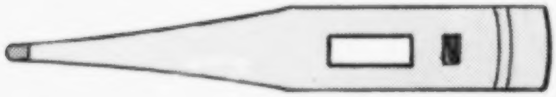
What? ____________________________

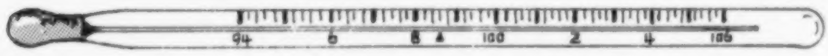
How many? _______

When?_____________________________

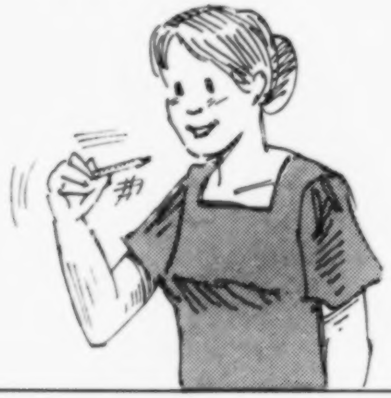
Taking Your Child's Temperature

Discussion:

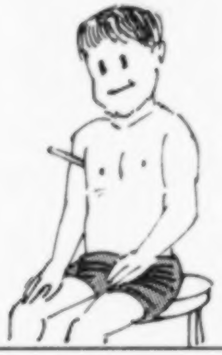




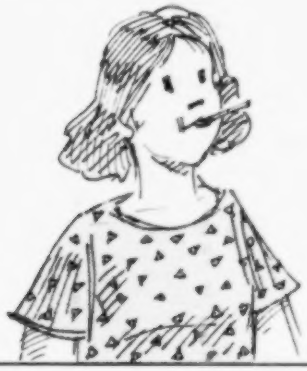
1. Shake down thermometer.



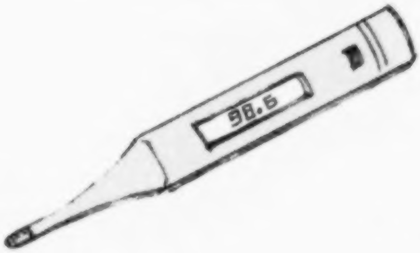
2. Use underarm thermometer for children under 6 years old.



3. Use an oral thermometer for 6 year-olds and older.

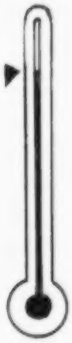


4. A digital thermometer is fast and easy to use.

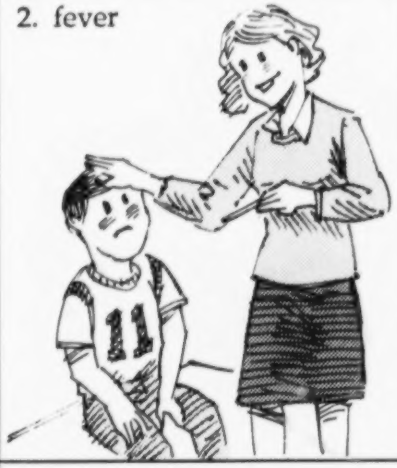


Vocabulary

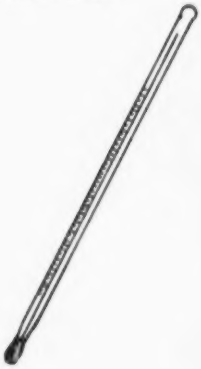
1. temperature



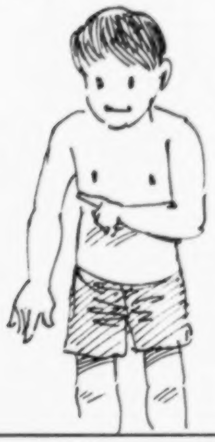
2. fever



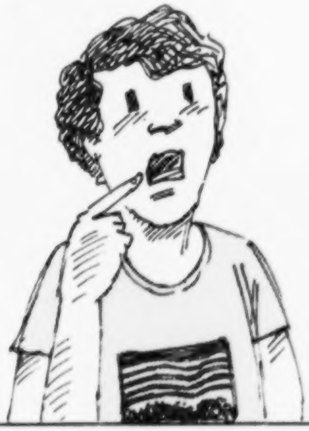
3. thermometer



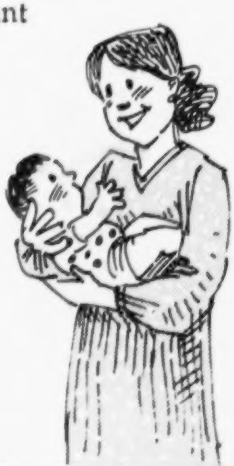
4. underarm



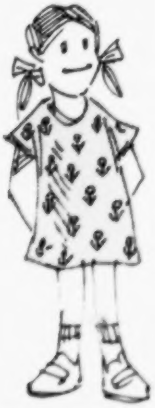
5. mouth



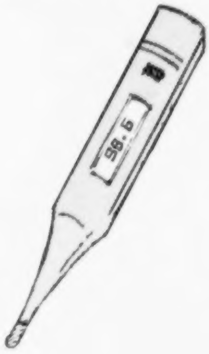
6. infant



7. 6 years old.

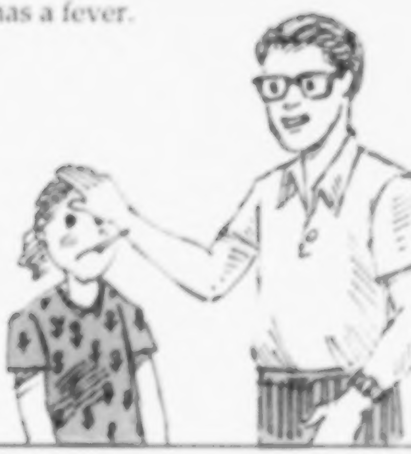


8. normal (98.6)

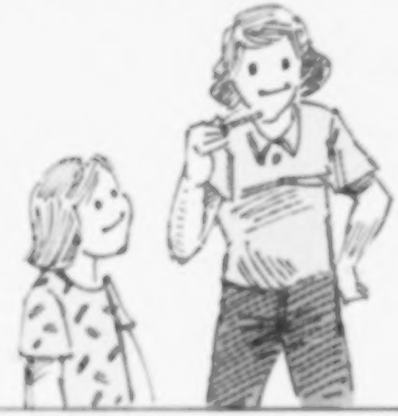


Useful Expressions

1. She has a fever.



2. Her temperature is normal.



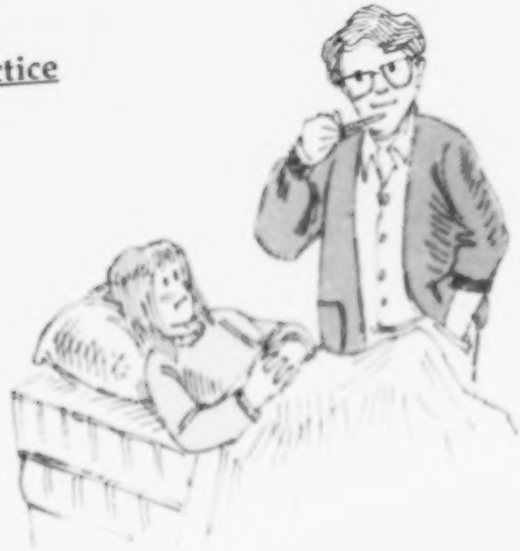
3. He has a high fever.

4. He has a low-grade fever.

5. He has a fever of 101.

6. He has a fever of 103.

Practice



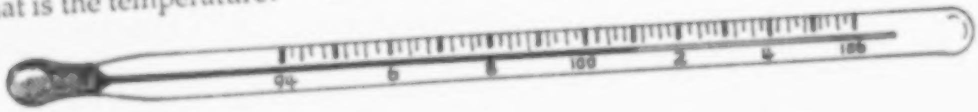
__________ is sick. She has a high fever. Her fever is 104 F. She will see a doctor soon.

Answer:

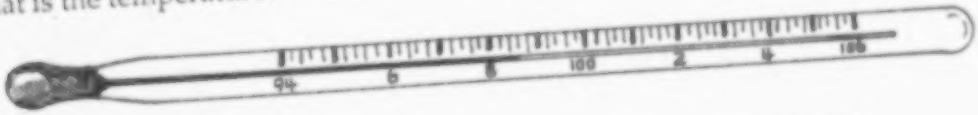
1. Who is sick? ____________________
2. Does she have a fever? ______________
3. How much is her fever? ______________
4. Is it a high fever? __________
5. Who will she see? __________________

Reading the thermometer:

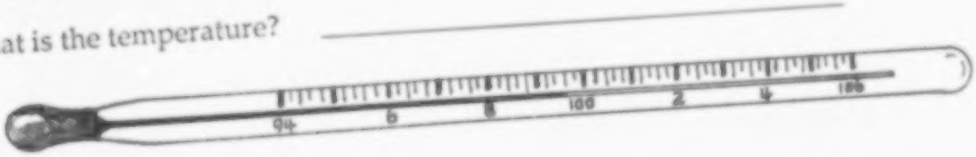
1. What is the temperature? ____________________________


94
6
8
100
2
4
106

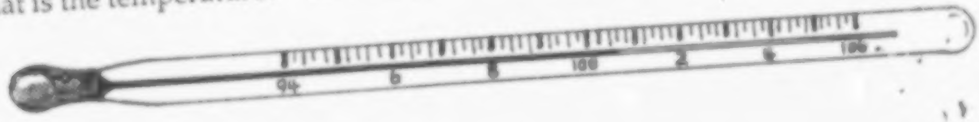
2. What is the temperature? ____________________________


94
6
8
100
2
4
106

3. What is the temperature? ____________________________

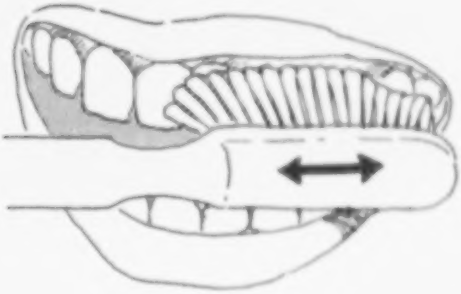

94
6
8
100
2
4
106

4. What is the temperature? ____________________________

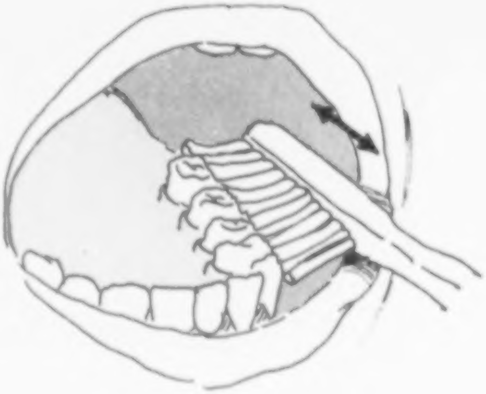

94
6
8
100
2
4
106

Dental Health - Brushing

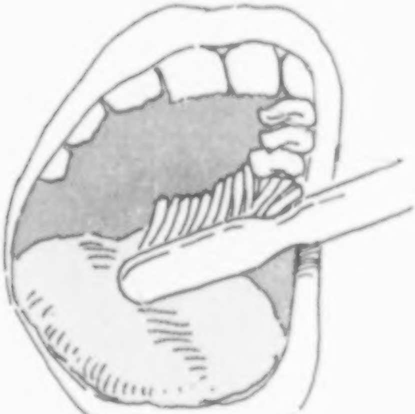
1. Brush back and forth on each tooth many times. Start with the outside upper teeth.



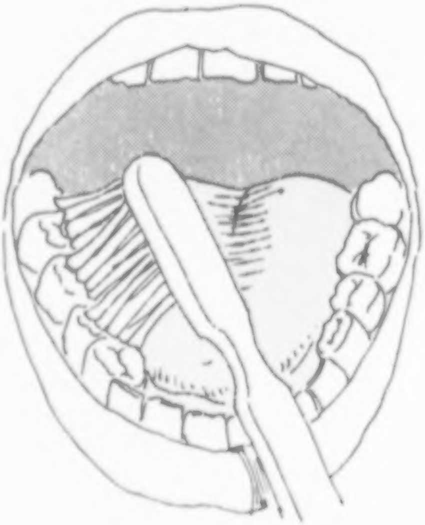
2. Brush the outside lower teeth.



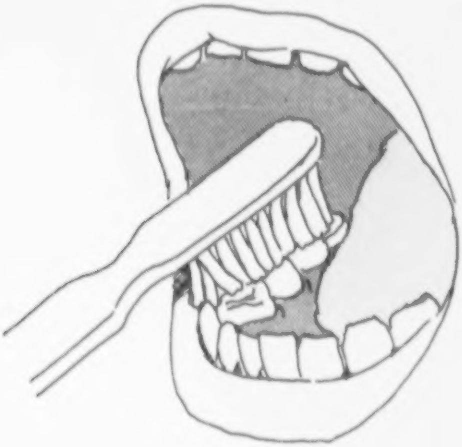
3. Brush the inside upper teeth.



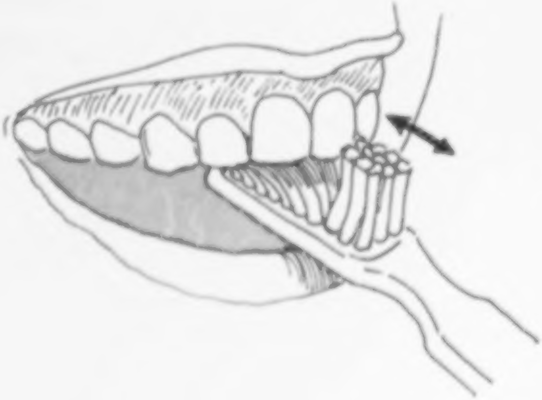
4. Brush the inside lower teeth.



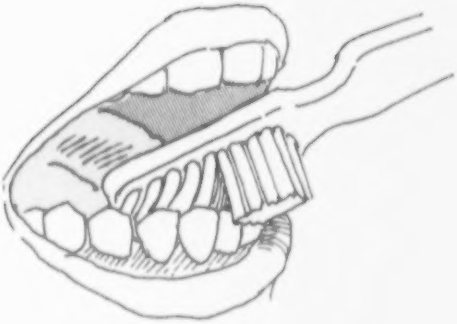
5. Brush the chewing surface of the upper and lower teeth.



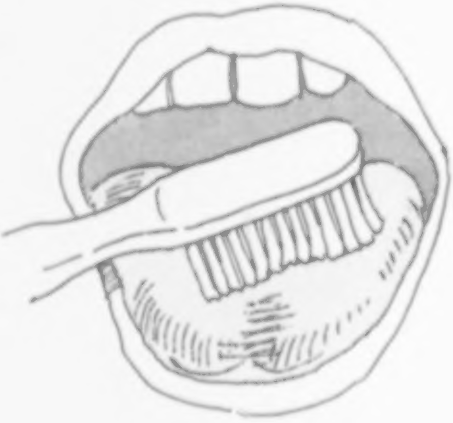
6. Clean the inside of the front teeth. Make up and down strokes.



7. Do the same with the lower front teeth.

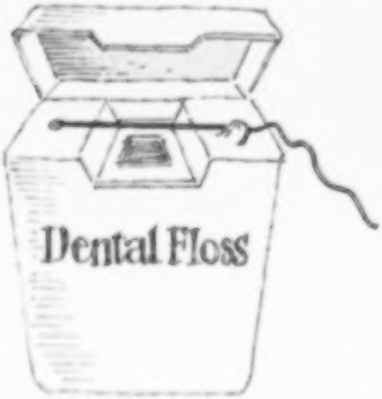


8. Brush your tongue. It will remove germs and make your mouth clean.

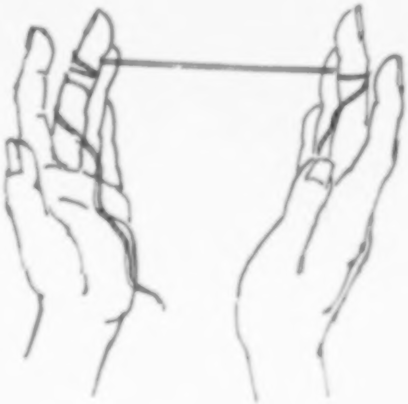


Dental Health - Flossing

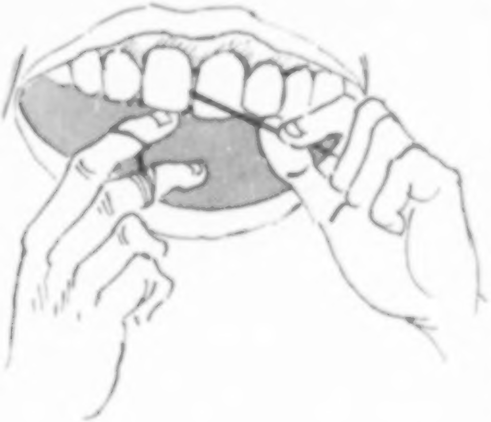
1. Dental floss helps to remove plaque from between your teeth.



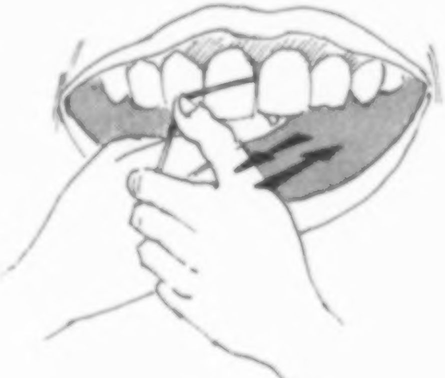
2. Wrap about 2 feet of floss around your two middle fingers.



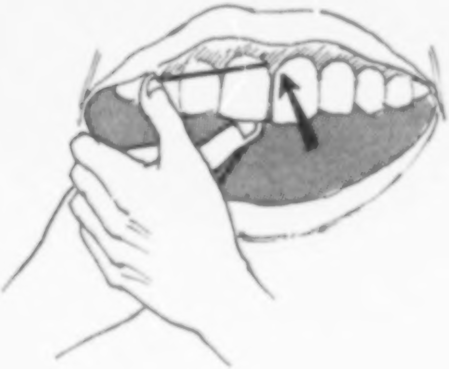
3. Use your thumb and index finger to guide the floss.



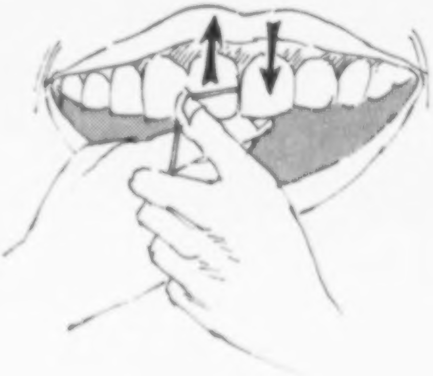
4. Move the floss back and forth between your teeth.



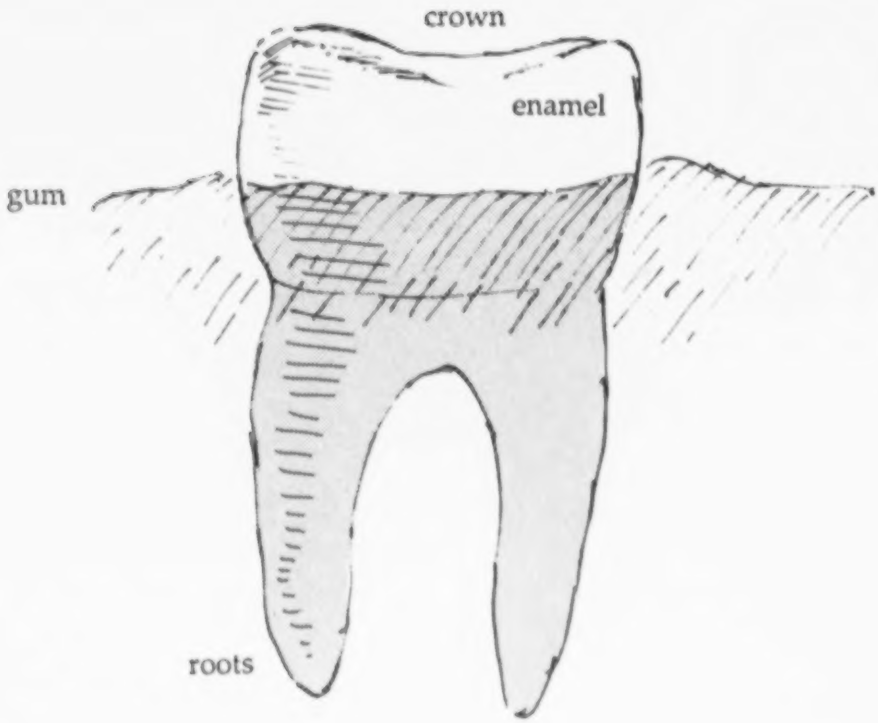
5. Pull the floss against the tooth. Move the floss under the gum until you feel pressure.



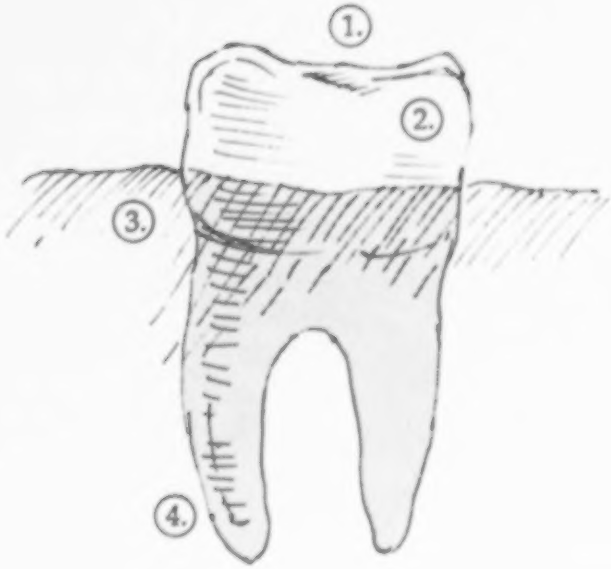
6. Hold floss firmly against tooth. Scrape the plaque from the side of your tooth in a downward motion. Move to clean area of floss after 2 teeth.



Dental Care


crown
enamel
gum
roots

Parts of a Tooth



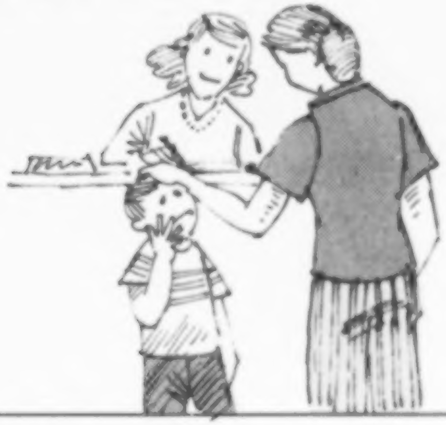
tooth

root
gum
enamel
crown

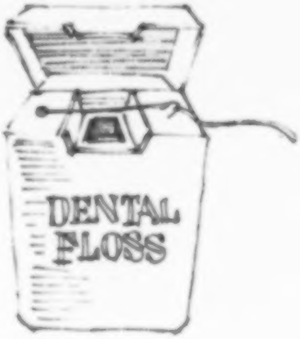
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Useful Expressions

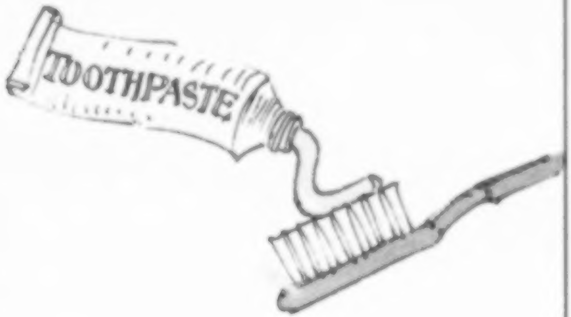
1. He has a toothache.



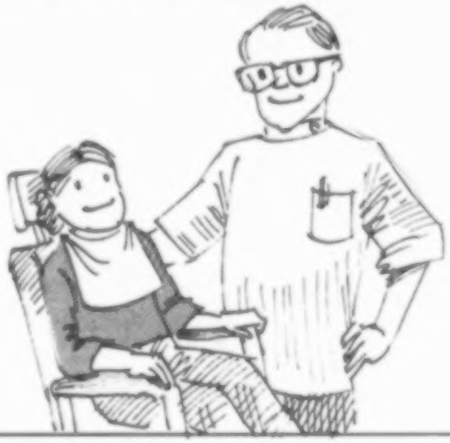
2. I need some floss.


DENTAL
FLOSS

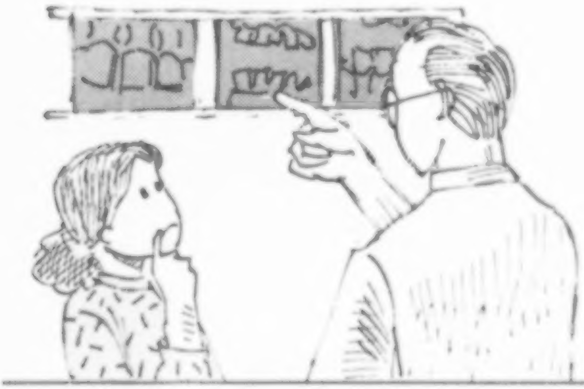
3. I need some toothpaste.


TOOTHPASTE

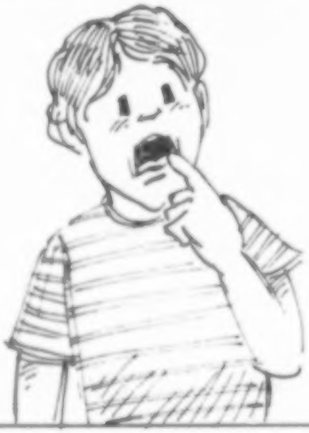
4. I want to see the dentist.



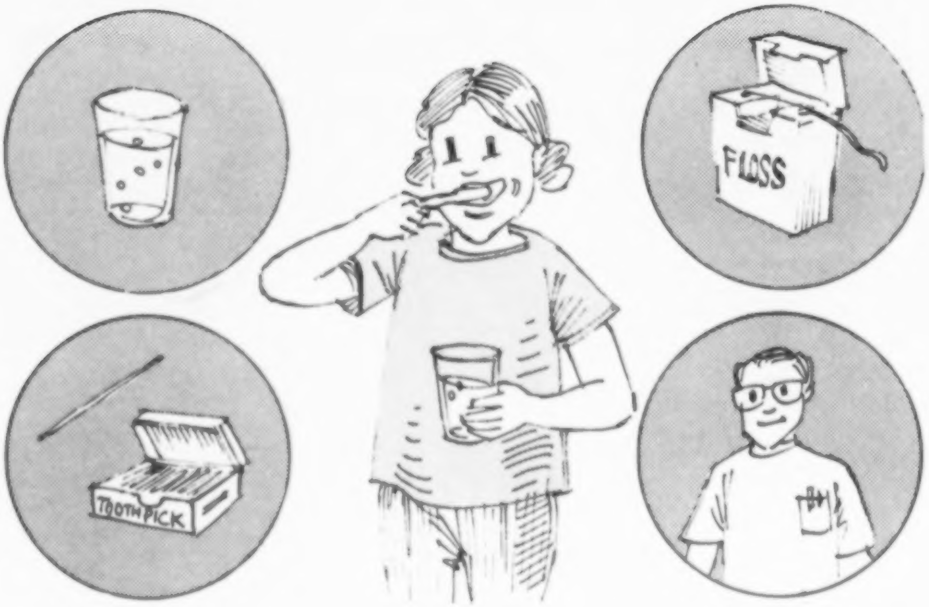
5. She has a cavity.



6. My son has a toothache.



Practice



Brush your teeth after eating. When you cannot brush, rinse with water. Use dental floss everyday. Use a toothpick when you have food between your teeth. Try to see a dentist at least once a year for a check-up.

1. When do you brush your teeth? ______________________________

2. When do you use dental floss? ______________________________

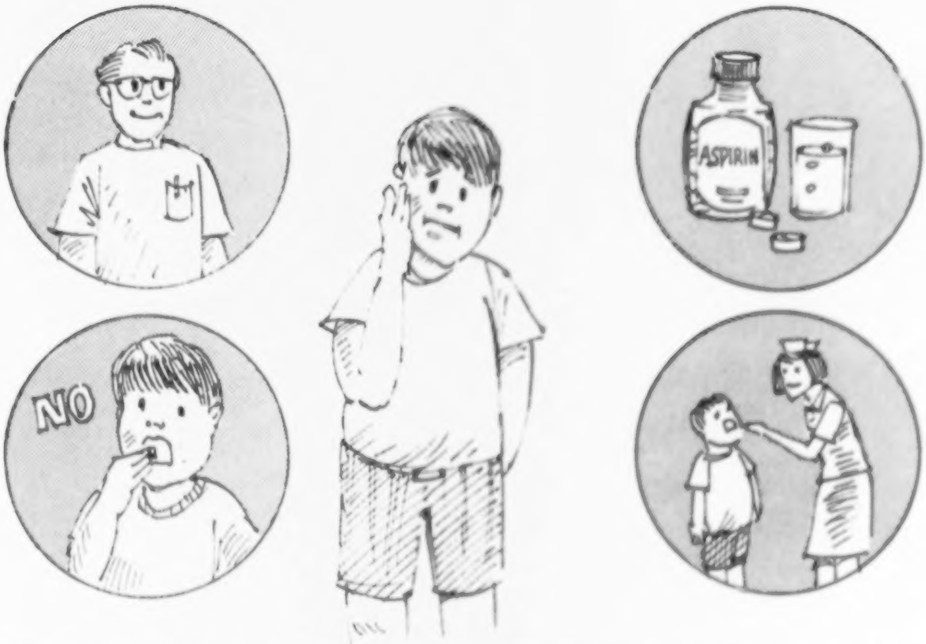
3. When do you use a toothpick? ______________________________

4. How often should you see a dentist? ______________________________

5. Do you see a dentist? ______________________________

6. Where do you go to see a dentist? ______________________________

Practice



Go to a dentist when you have a toothache. Do not put aspirin on your tooth or gums. Take 2 aspirin every four hours for your toothache. If you do not have a dentist, go to a dental clinic or Emergency Room at a hospital.

(Choose the better answer:)

1. Go to a nurse when you have a toothache. Yes No

2. Put aspirin on your teeth. Yes No

3. Take 2 aspirin every 4 hours for a toothache. Yes No

4. See a dentist for a toothache. Yes No

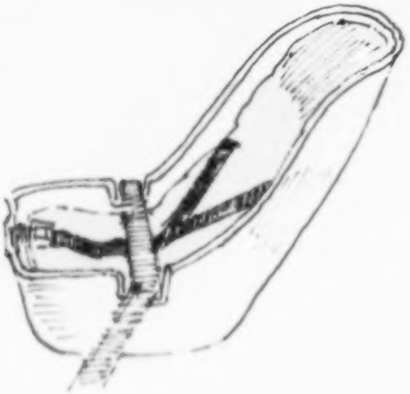
5. Go to a dental clinic for a toothache. Yes No

Unit F: Safety

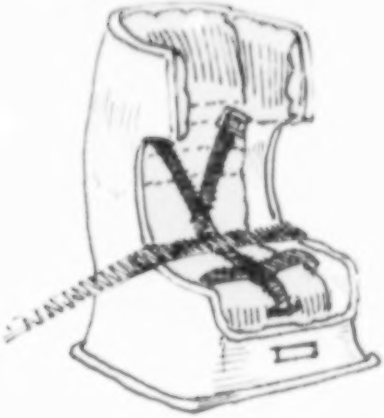
Topic	Page
Car Seats	F - 1
Emergencies	F - 5
Street Crossings	F - 11
Street Wise	F - 15
Poisons	F - 20
Falls	F - 24
Electrical Cords and Outlets	F - 28
Burns	F - 32
First Aid	F - 36
Substance Abuse	F - 41

Car Seats

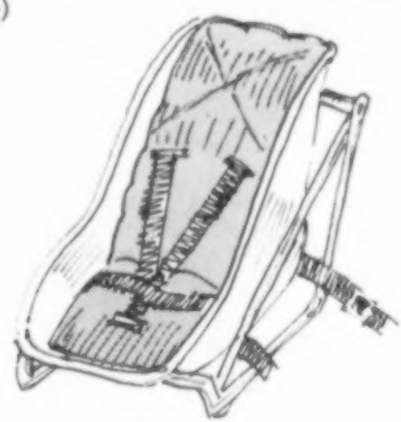
Infant to 20 pounds



17 to 40 pounds

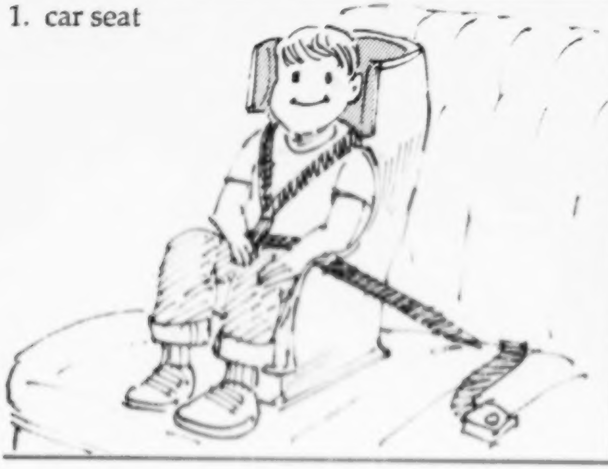


Infant to 40 pounds (convertible)

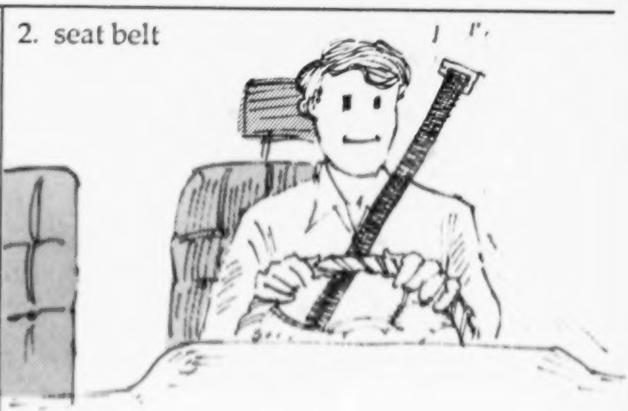


Vocabulary

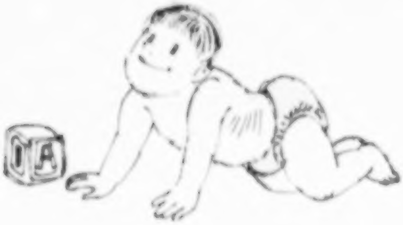
1. car seat



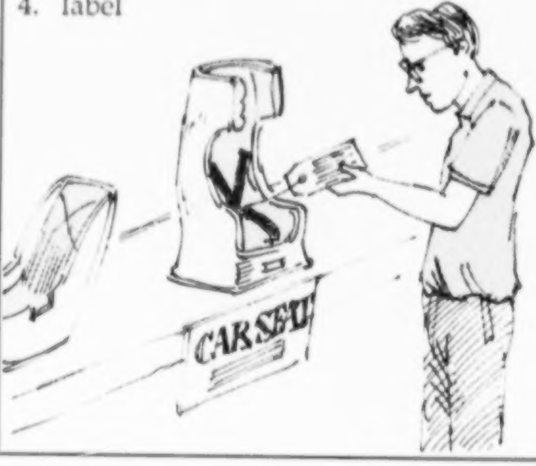
2. seat belt



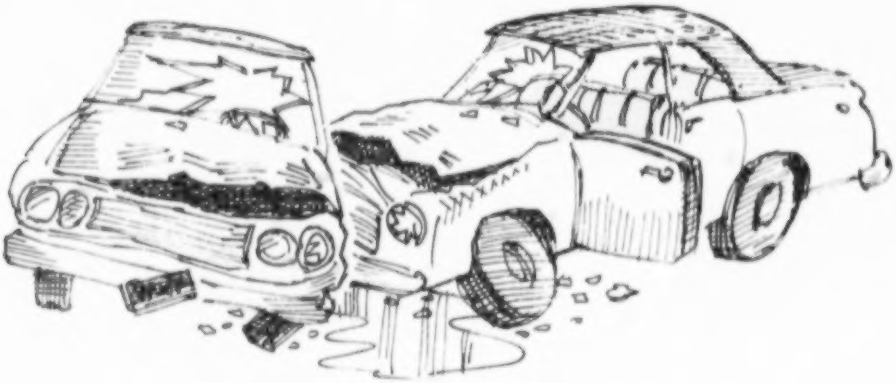
3. infant



4. label

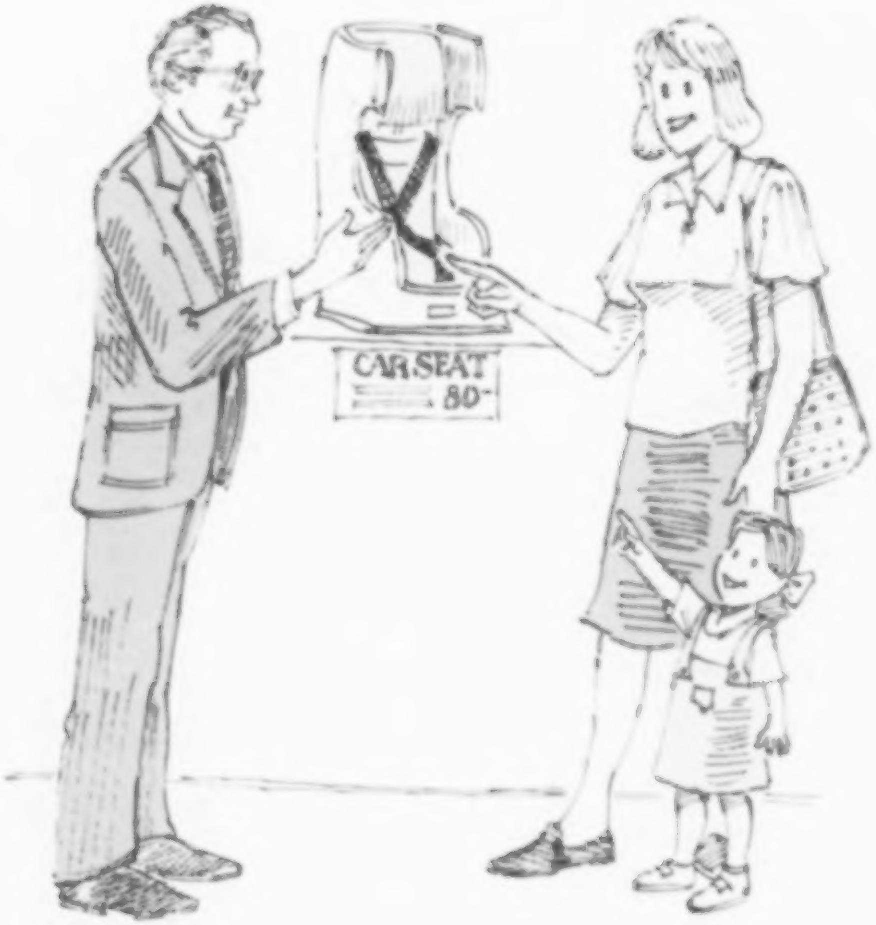


5. crash

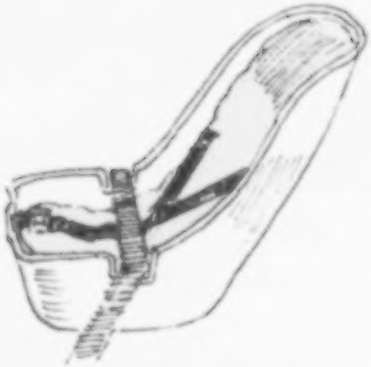


Useful Expressions

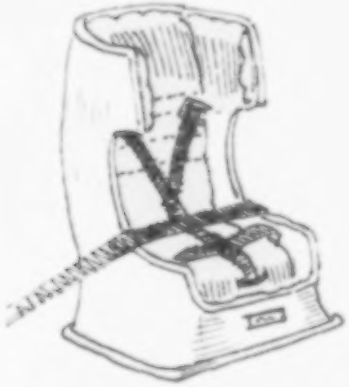
1. I want a car seat.
2. My child weighs 20 pounds.
3. Is it crash-tested?
4. I want to try it in my car.



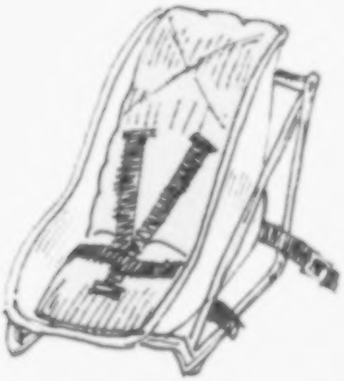
Practice



Infant to 20 pounds.



17 to 40 pounds



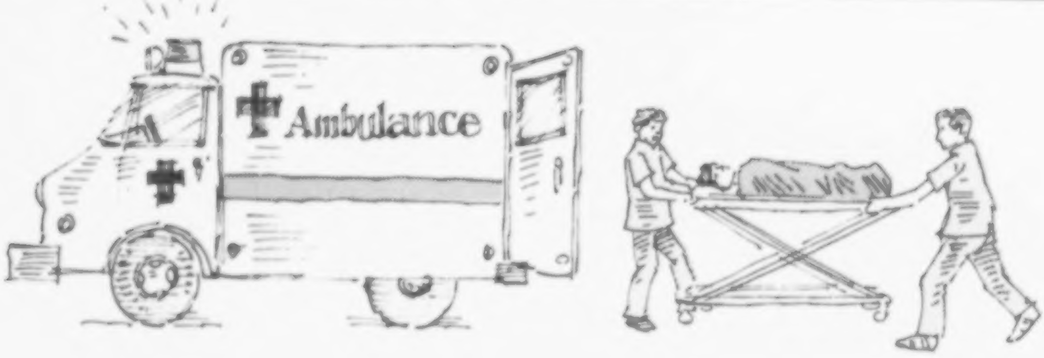
Infant to 40 pounds

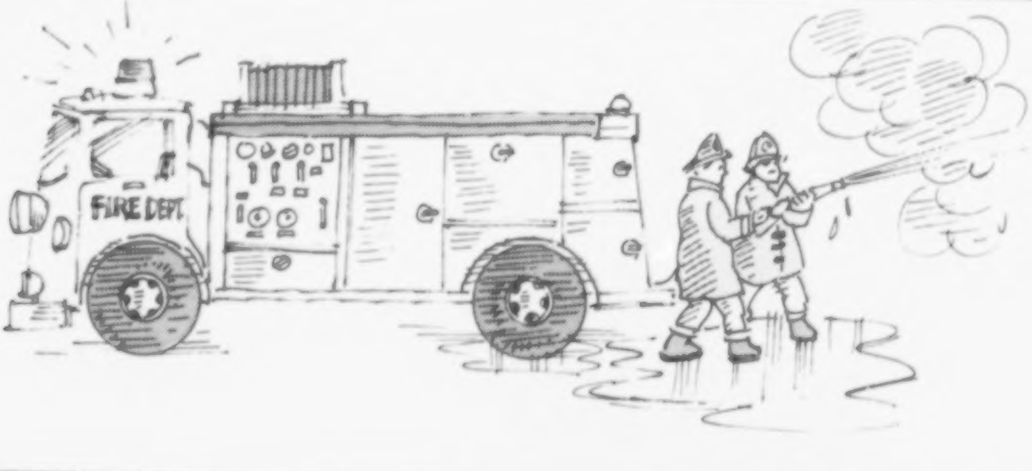
Choosing A Car Seat

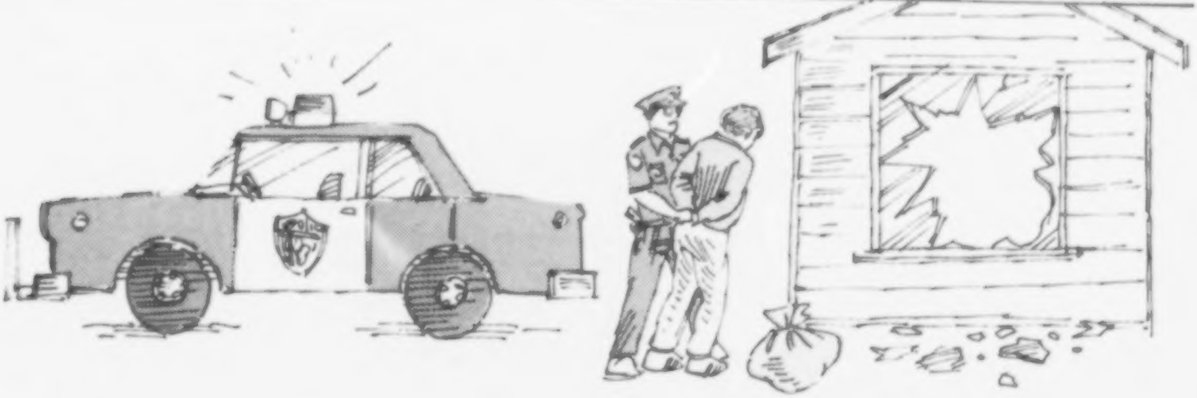
Look at the three pictures above. They are pictures of car seats. Parents must use car seats for children under 40 pounds. Parents must use seat belts for children over 40 pounds. In a car accident or a fast stop children without car seats can be hurt or killed. Learn to use car seats for your children and buckle them up.

1. Read the label.
2. Try it in your car.
3. Follow directions.
4. Practice using the car seat.
5. Cover a dark seat with a white towel.
   Dark colors get hot and can burn your child.

Emergencies

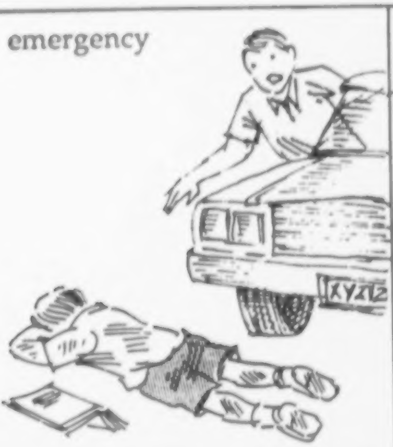




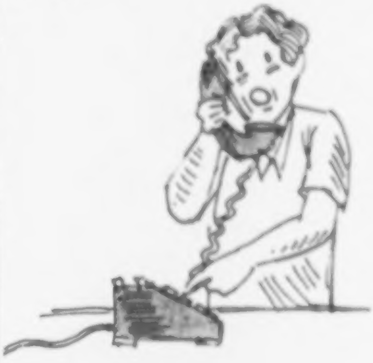


Vocabulary

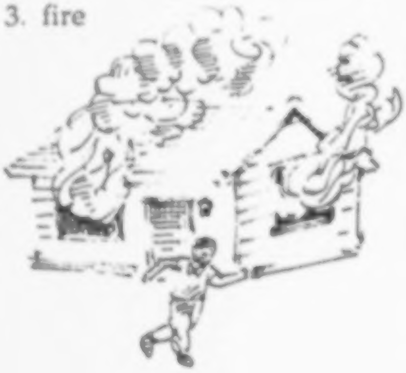
1. emergency



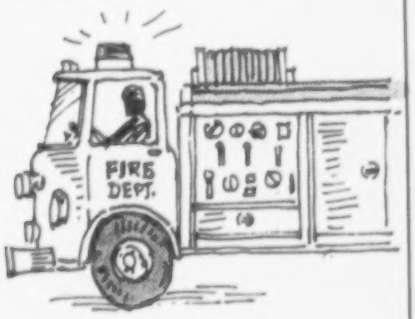
2. 911



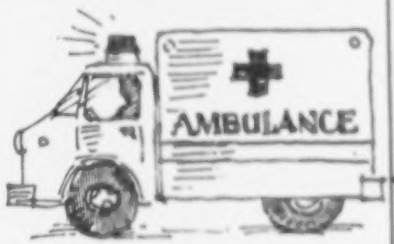
3. fire



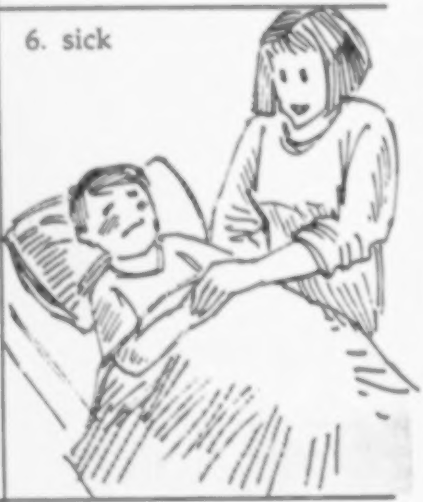
4. fire truck



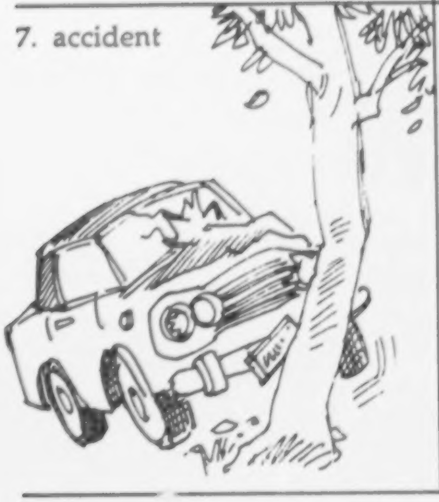
5. ambulance



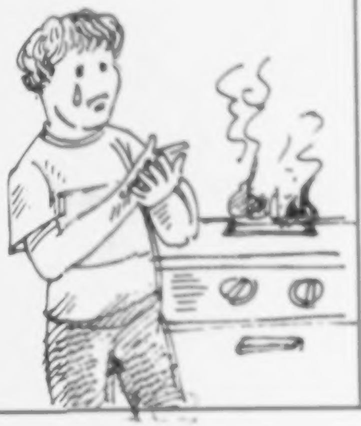
6. sick



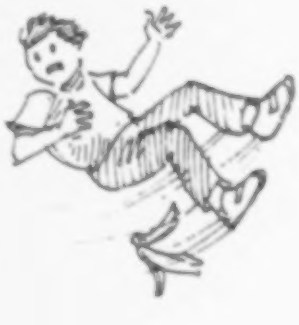
7. accident



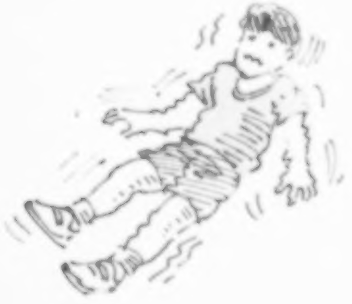
8. burn



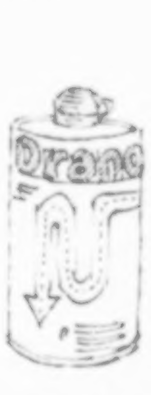
9. fall



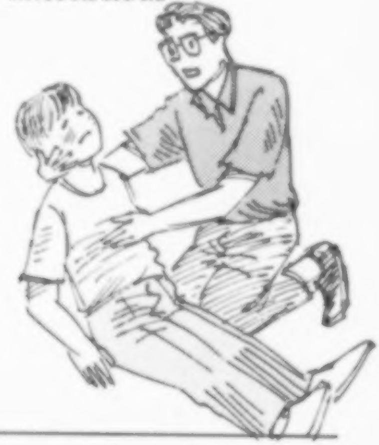
10. seizures



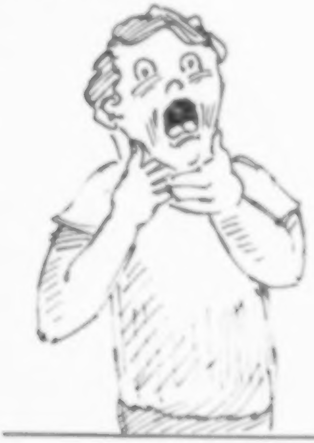
11. poison



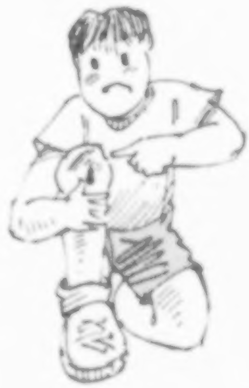
12. unconscious



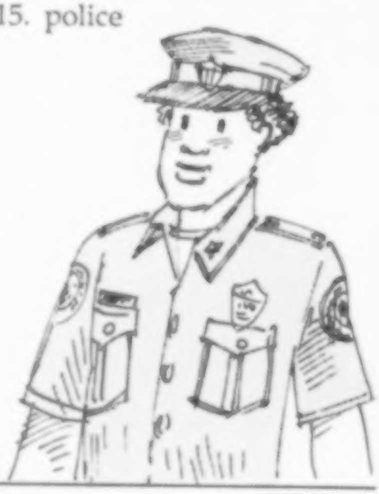
13. choking



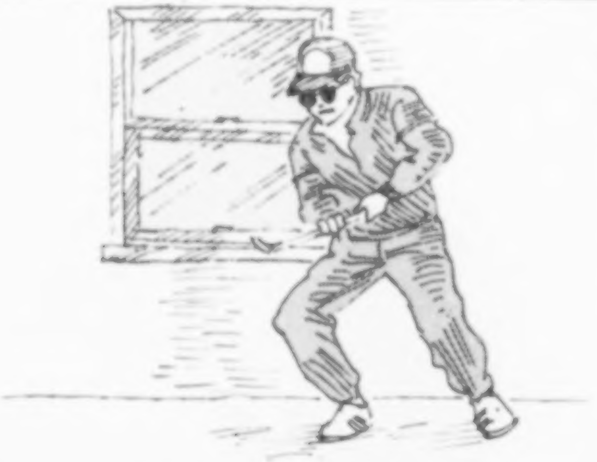
14. bleeding



15. police

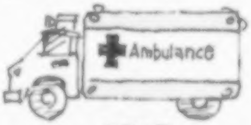


16. burglar

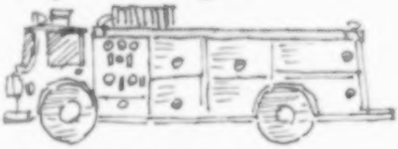


Useful Expressions

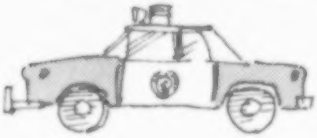
1. Please send an ambulance.



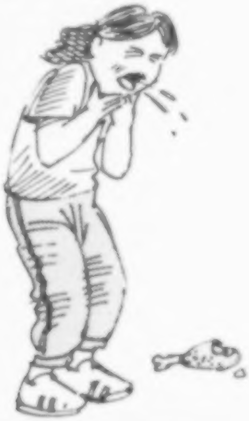
a fire truck.



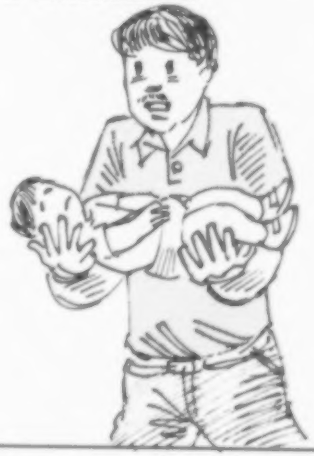
a police car.



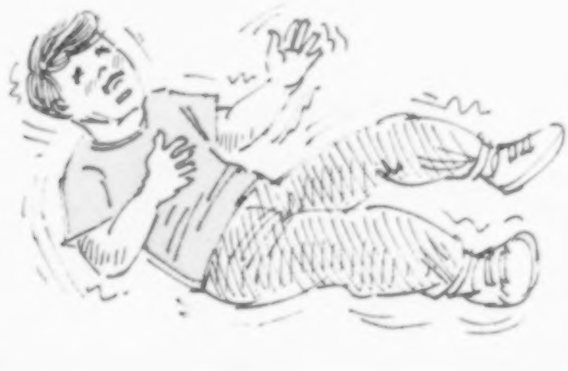
2. My child is choking.



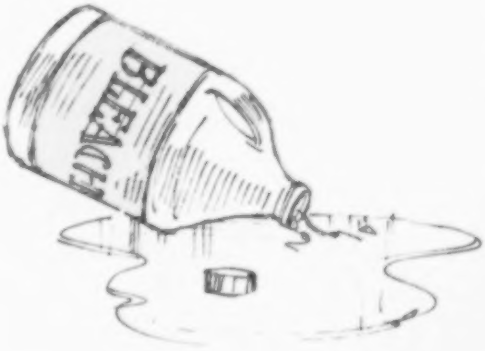
3. My baby is unconscious.



4. My child is having a seizure.

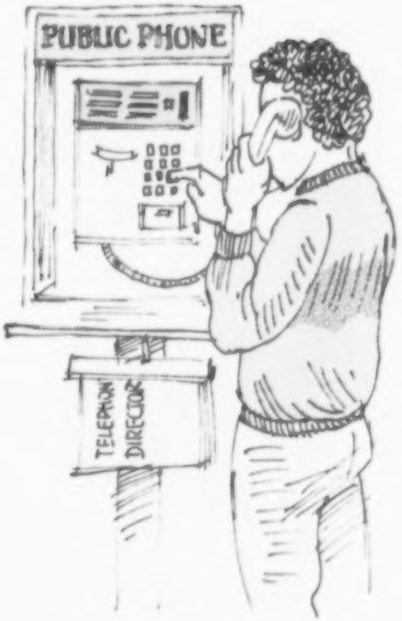


5. My baby drank poison.



Practice

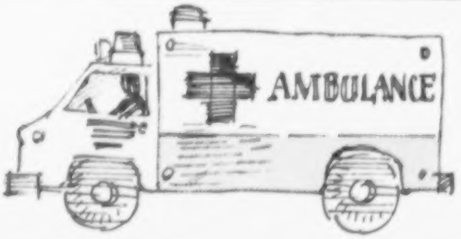
Calling 911


PUBLIC PHONE
TELEPHON
DIRECTOR

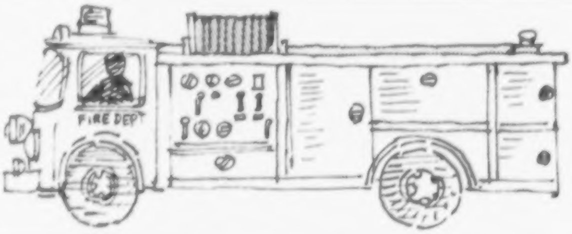
Call 9 - 1 - 1 for emergencies. 9 - 1 - 1 is free from any telephone. Pick up the phone. Dial 9 - 1 - 1. Be calm. Take a deep breath. Speak slowly and clearly. Answer all the questions. Do not hang up.

Dialogues:

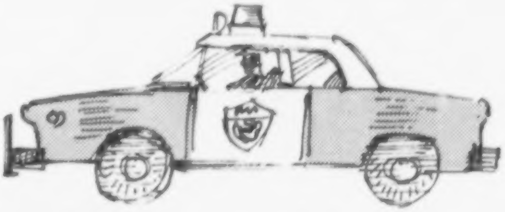
Help. Paramedics.
My daughter is bleeding.
I speak ________________.
My address is ____________________.
My phone number is ________________.
My name is ________________________.



Help. Fire.
My house is on fire.
I speak ________________.
My address is ____________________.
My phone number is ________________.
My name is ________________________.



Help. Police.
We have a burglar.
I speak ________________.
My address is ____________________.
My phone number is ________________.
My name is ________________________.



Emergency Numbers

Write the telephone numbers:

1. fire ____________________

2. police ____________________

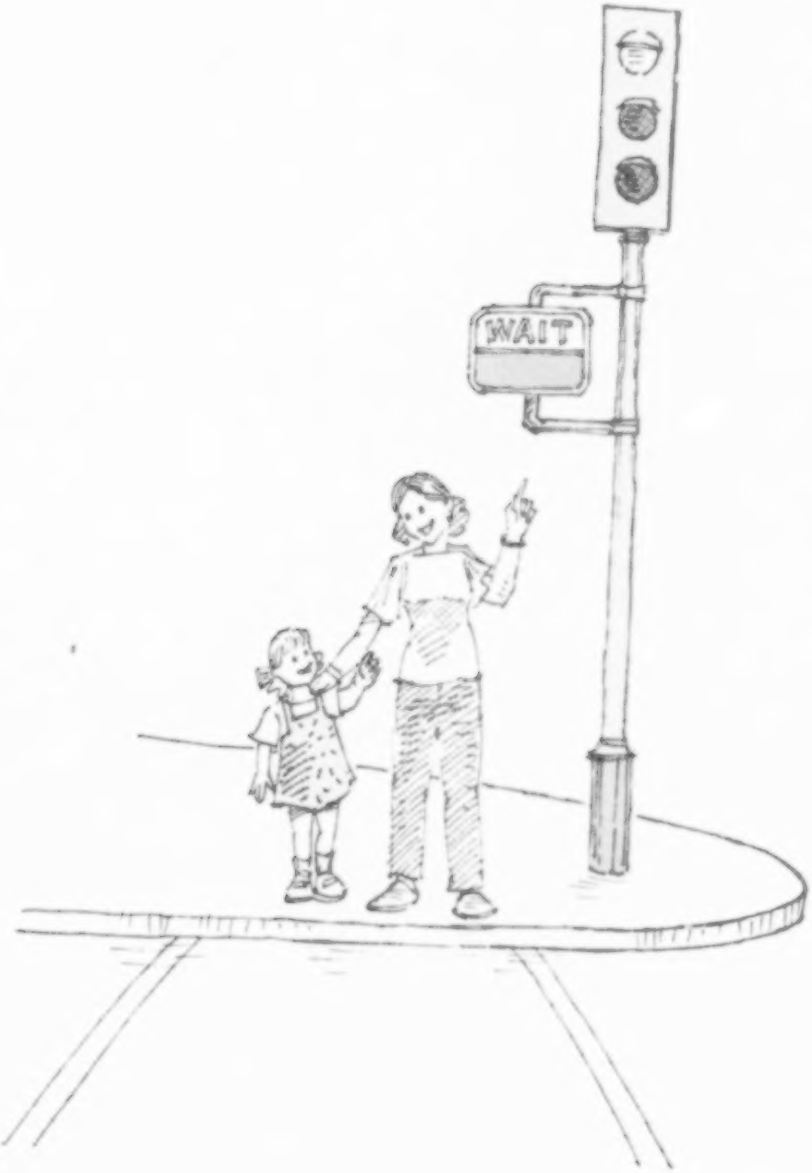
3. poison control ____________________

4. operator ____________________

5. doctor ____________________

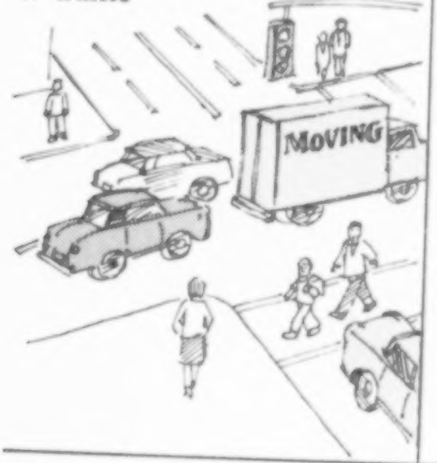
6. ambulance ____________________

Street Crossings

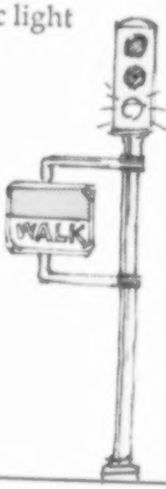


Vocabulary

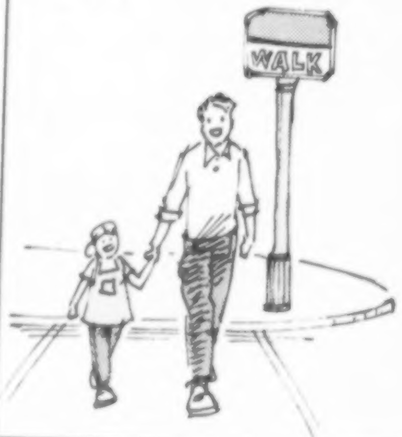
1. traffic



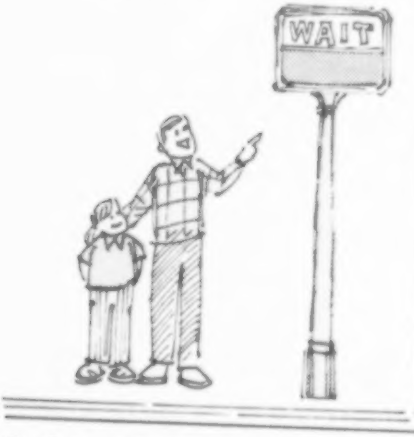
2. traffic light



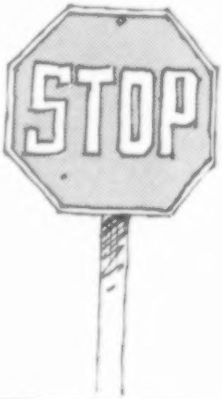
3. walk



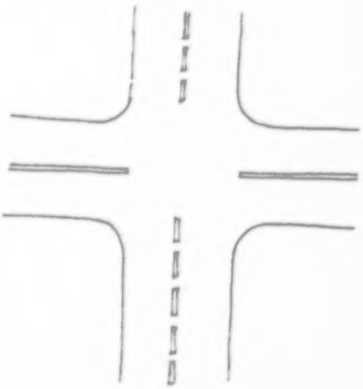
4. wait/don't walk



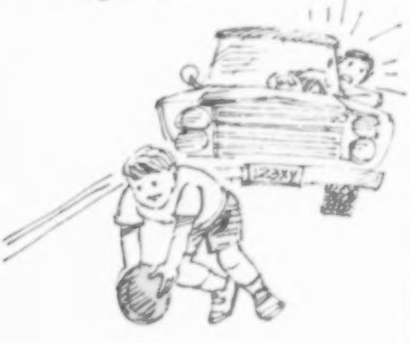
5. stop



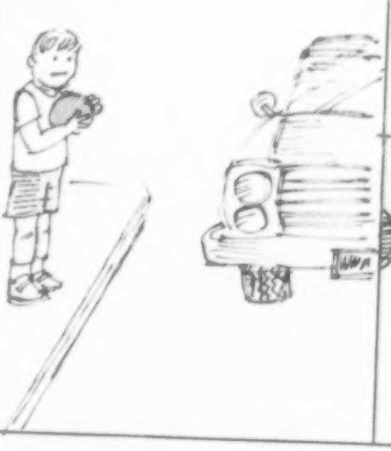
6. intersection



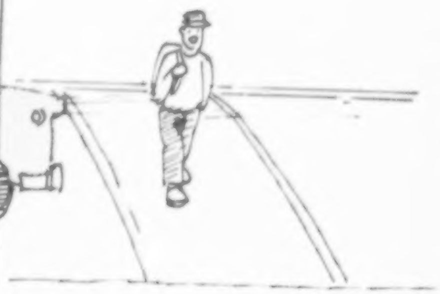
7. dangerous



8. safe

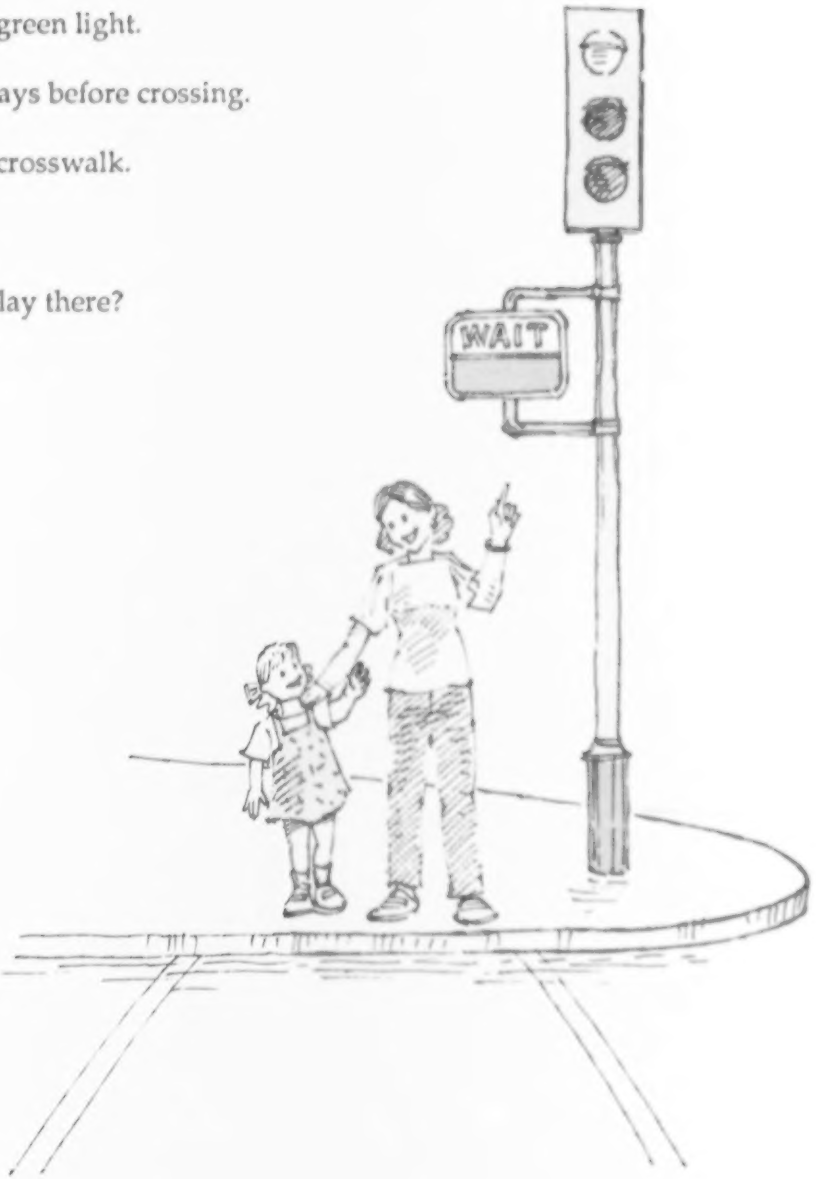


9. crosswalk



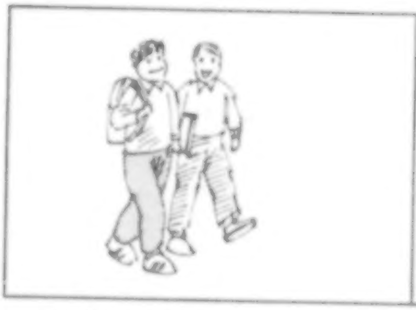
Useful Expressions

1. Wait for the green light.
2. Look both ways before crossing.
3. Cross in the crosswalk.
4. Do not run.
5. Is it safe to play there?



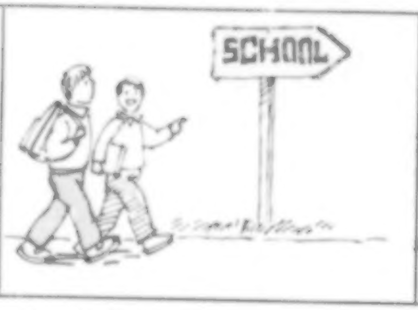
Practice

Teach your children good street safety. Write Do or Don't:

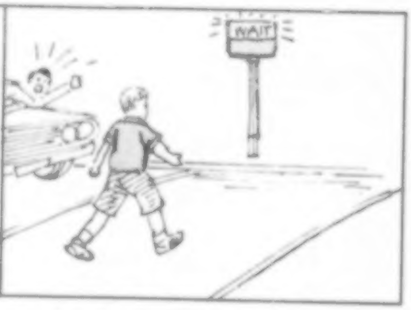


1. Walk with a friend.

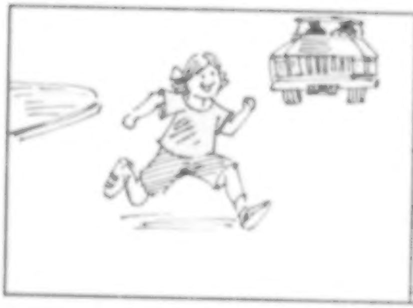
____



2. Walk the same way each day. __________

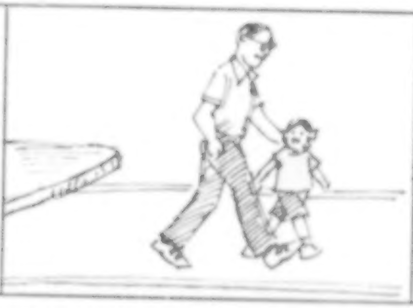


3. Cross the street on a red light. __________



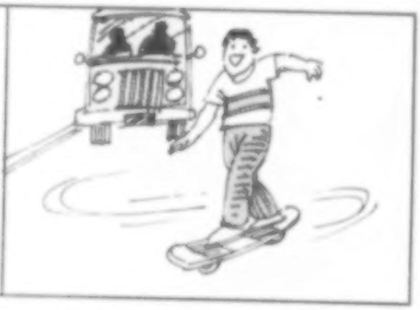
4. Run across the street.

____



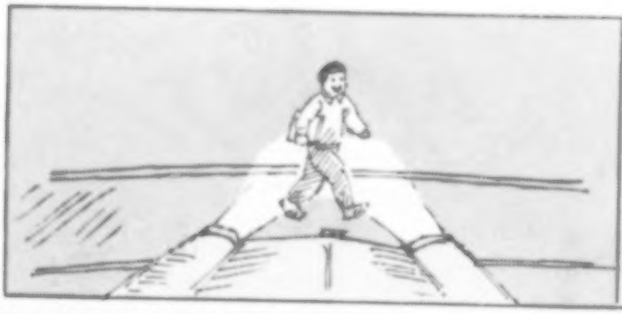
5. Walk across the street in the crosswalk.

____



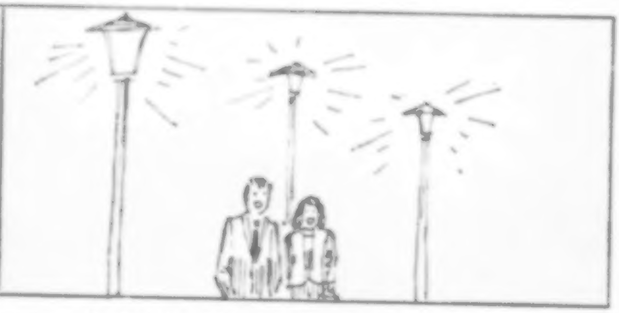
6. Play in the street.

____



7. Wear light colors at night.

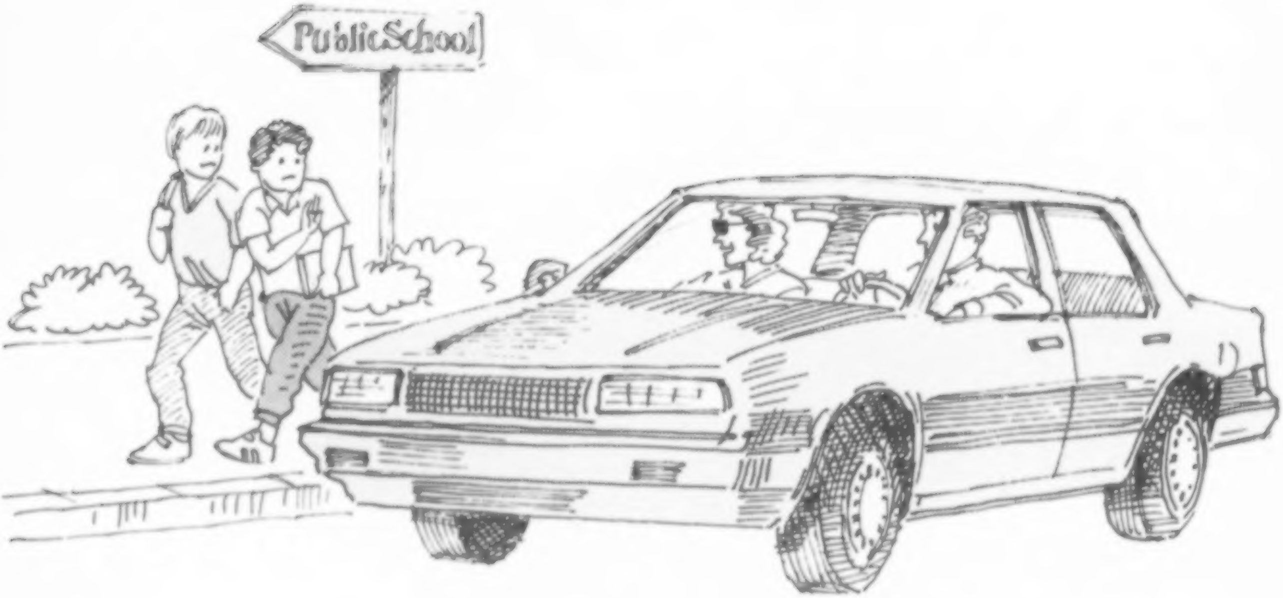
____



8. Walk where there are lights.

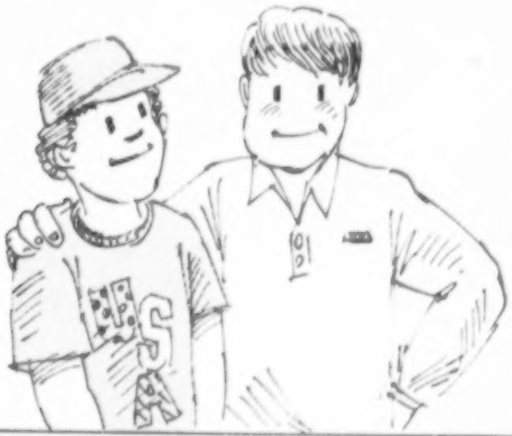
____

Street Wise

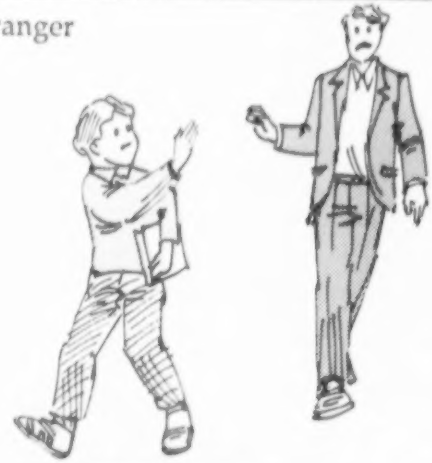

Public School

Vocabulary

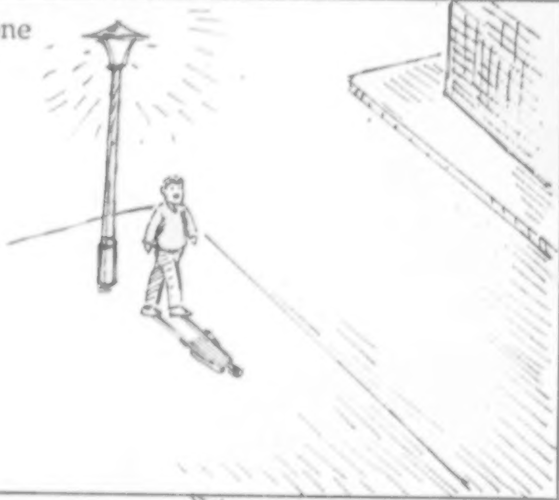
1. friend



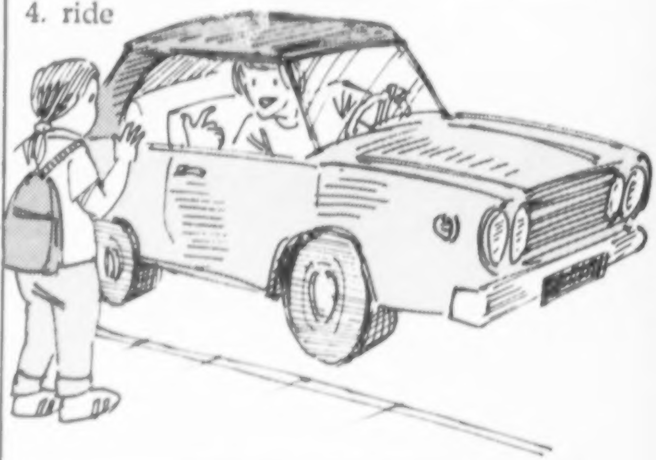
2. stranger



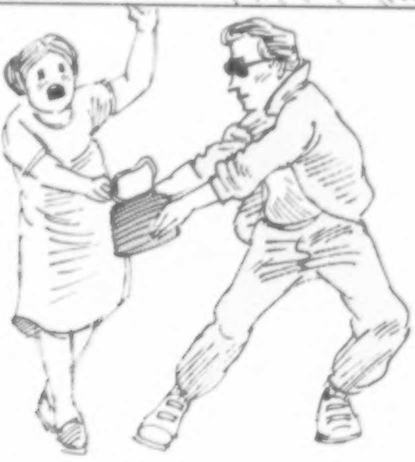
3. alone



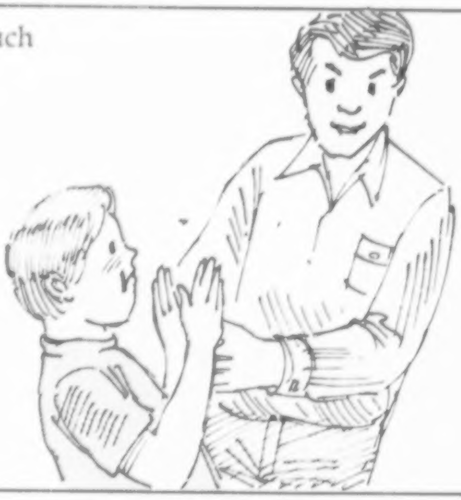
4. ride



5. take

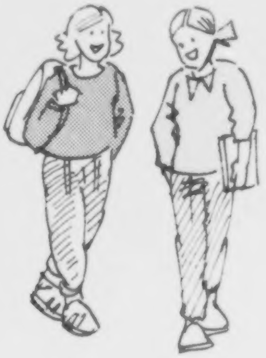


6. touch

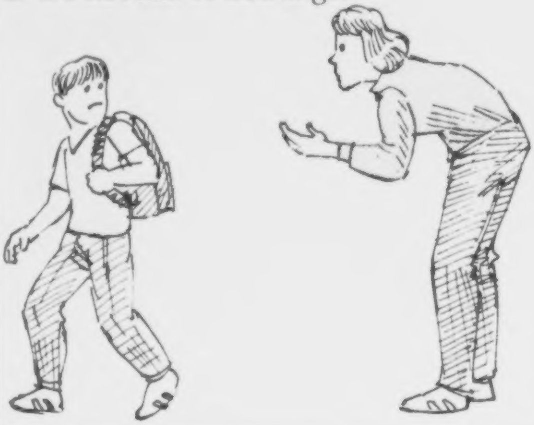


Practice

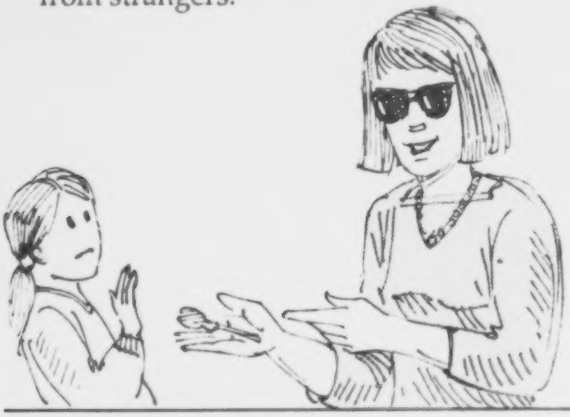
1. Always walk with a friend.



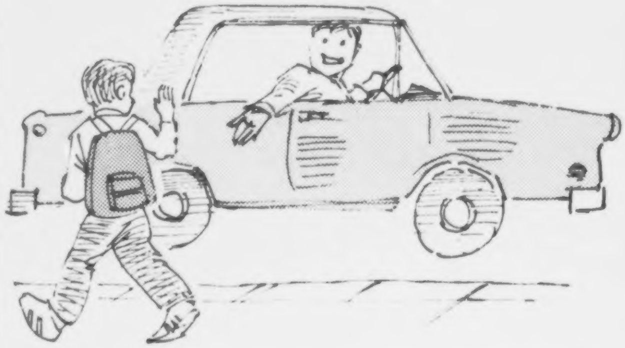
2. Do not talk to a stranger.



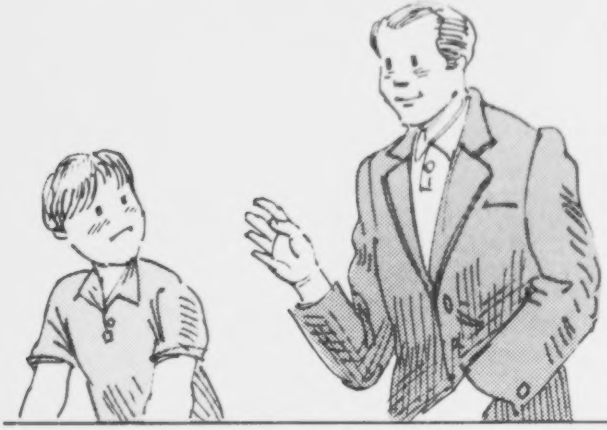
3. Do not take candy, gum or anything from strangers.



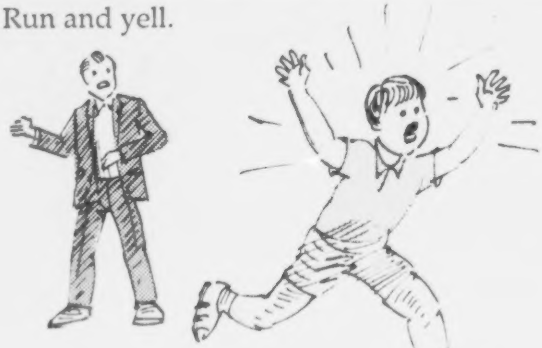
4. Do not ride with a stranger.



5. Do not let a stranger touch you.



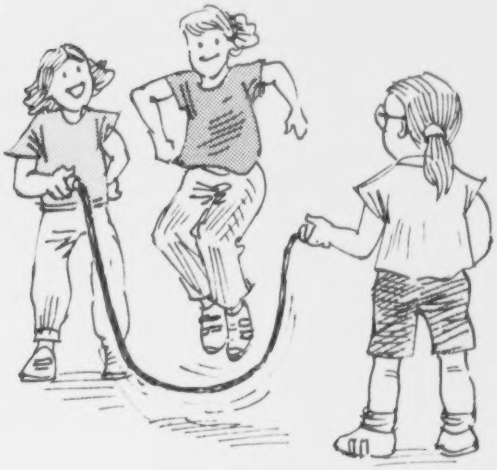
6. Run and yell.



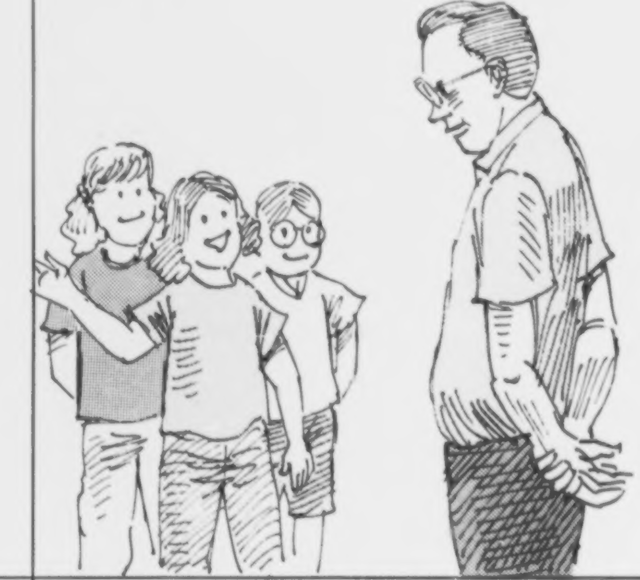
Practice

Teach your children to be street wise when they play outside your home. Teach them to:

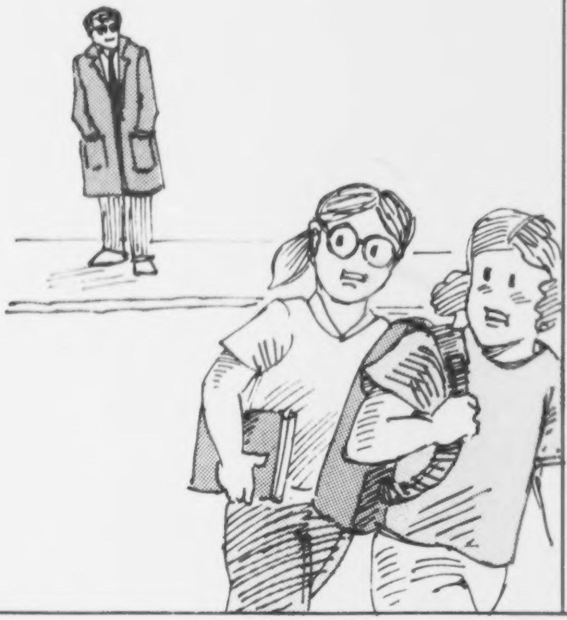
1. always walk and play with a friend.



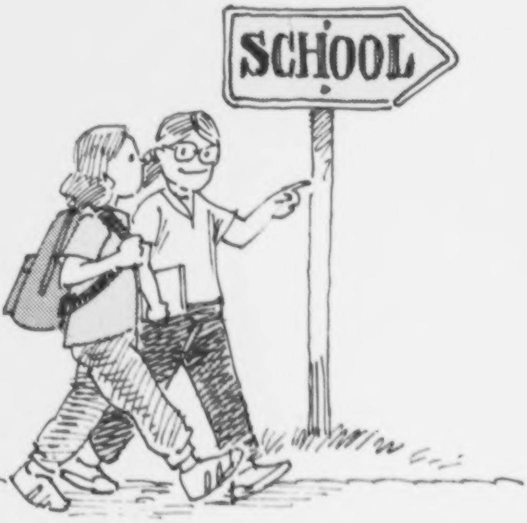
2. tell you where they are going.



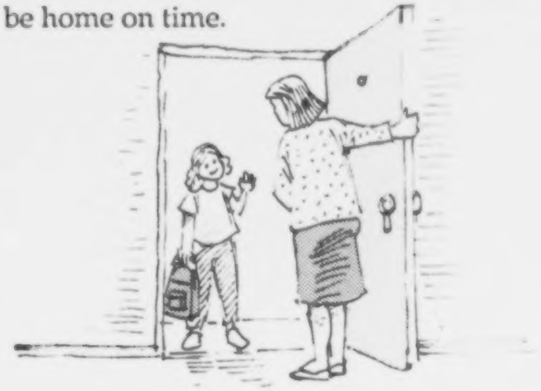
3. stay away from strangers.



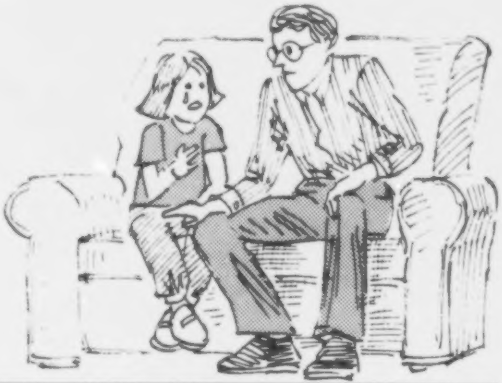
4. walk the same way to school every day.



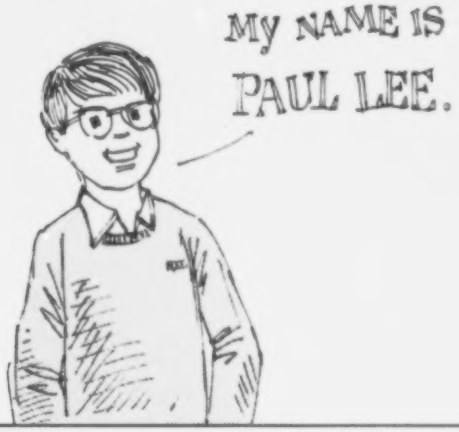
5. be home on time.



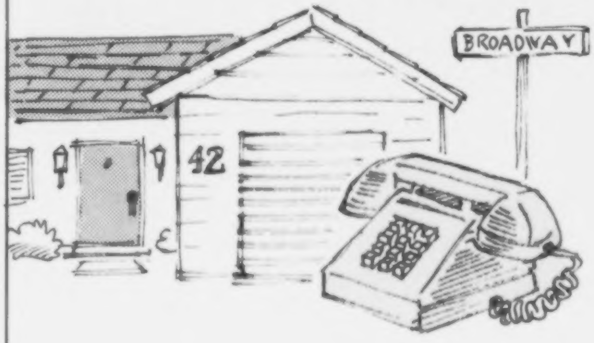
6. tell you when something is wrong.



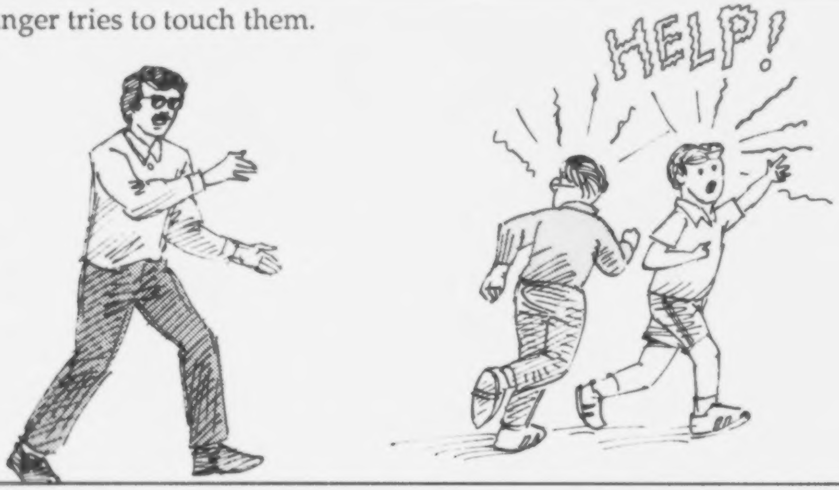
7. say their full name.


MY NAME IS PAUL LEE.

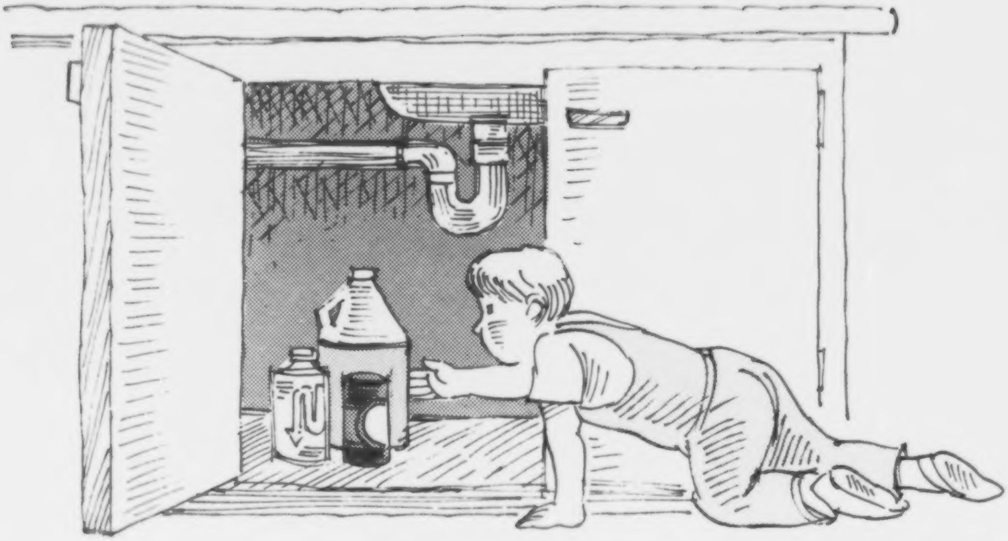
8. say their address and phone number.


BROADWAY
42

9. run and yell if a stranger tries to touch them.

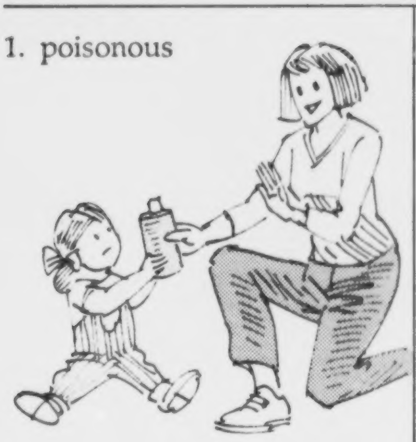


Poisons

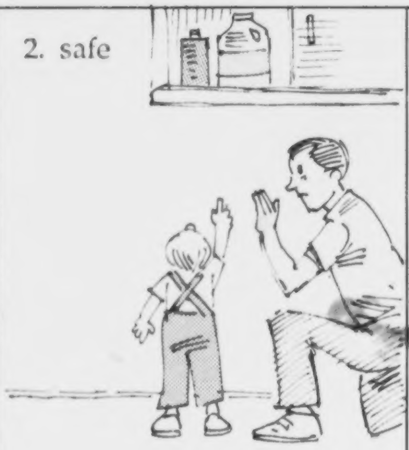


Vocabulary

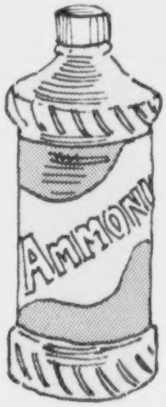
1. poisonous



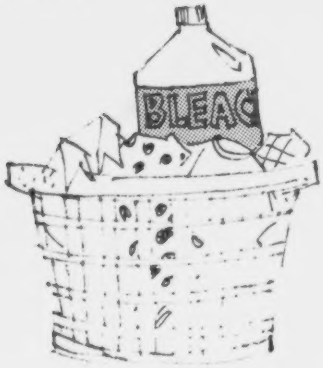
2. safe



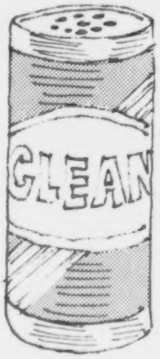
3. ammonia



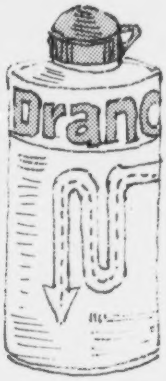
4. bleach



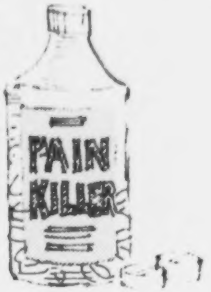
5. cleanser



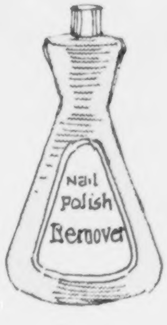
6. Drano



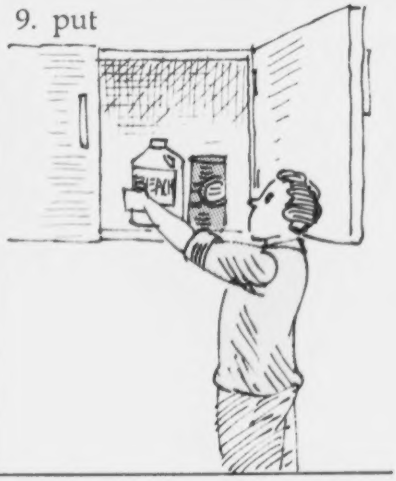
7. medicine


PAIN
KILLER

8. nail polish remover

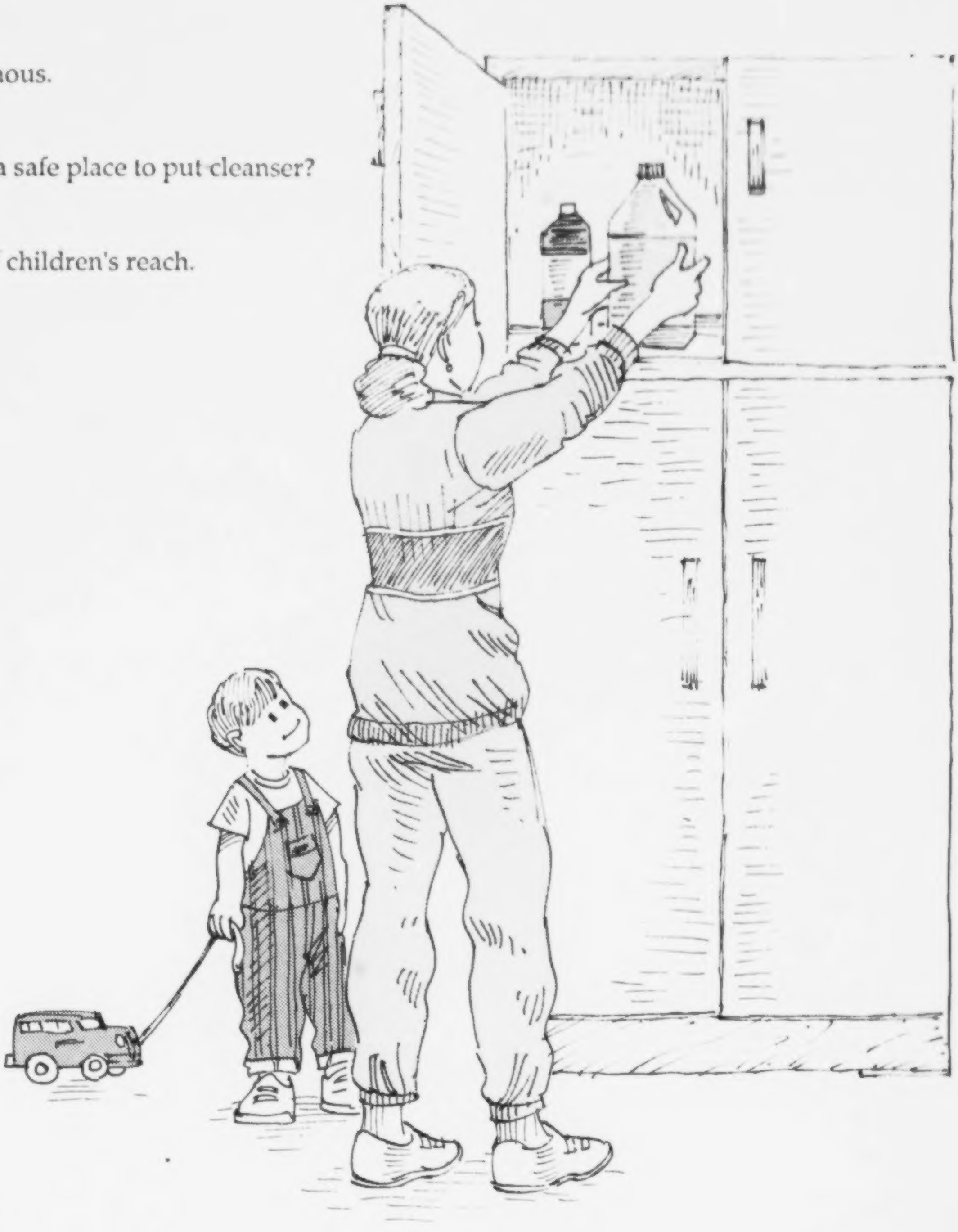

Nail
Polish
Remover

9. put

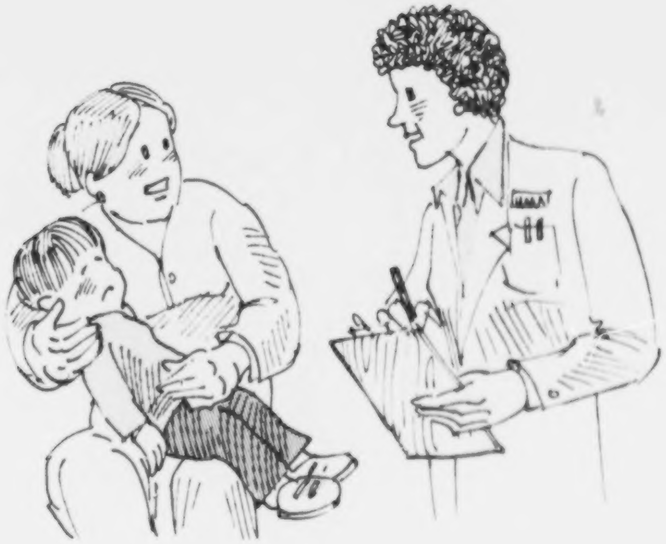


Useful Expressions

1. Is this safe?
2. It's poisonous.
3. Where is a safe place to put cleanser?
4. Put out of children's reach.



Practice

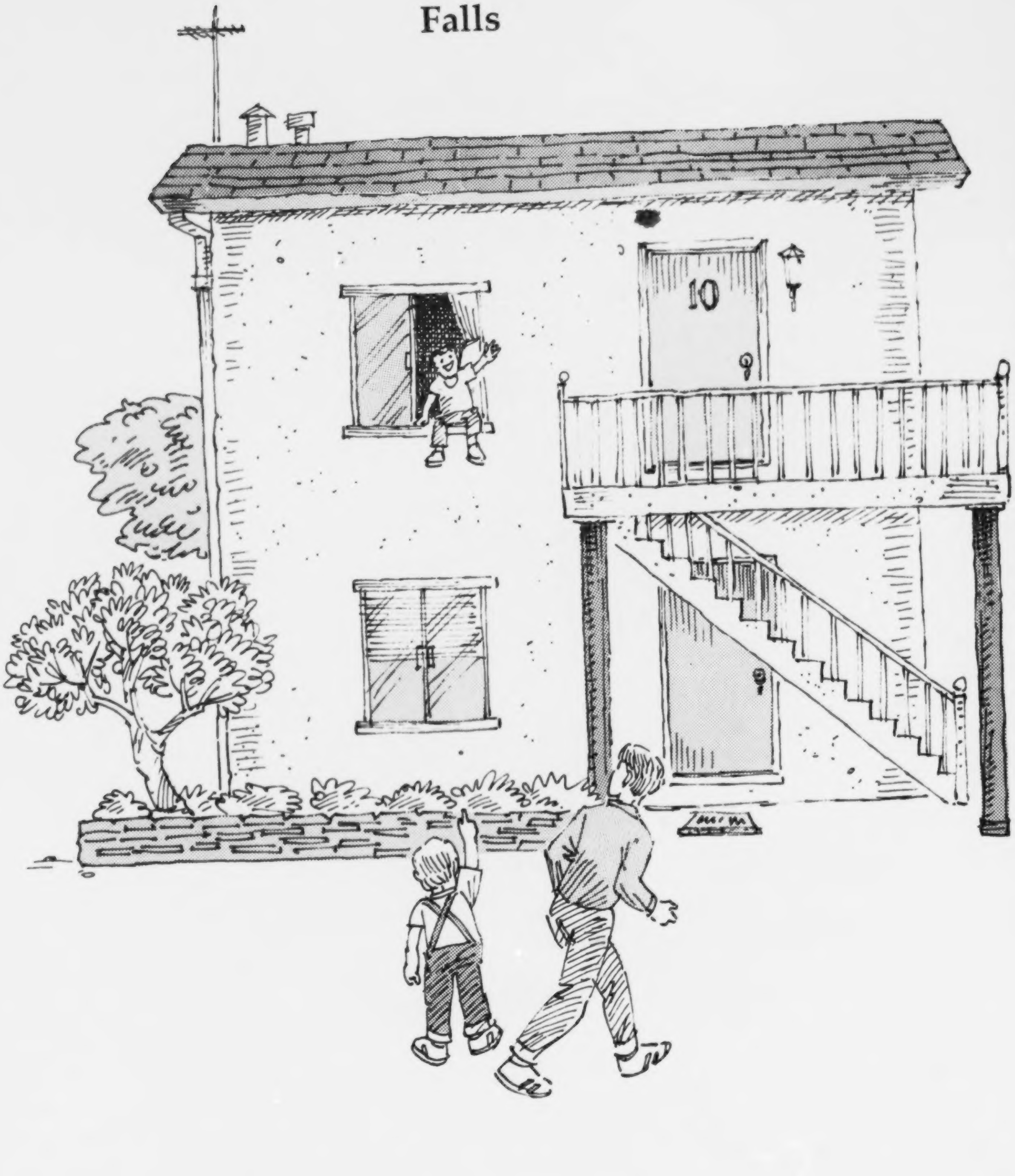


Doctor: What did your child drink?
Parent: Drano.
Doctor: What time?
Parent: About 2:00.
Doctor: How much did he drink?
Parent: Half the can.
Doctor: How old is he?
Parent: 3 years old.
Doctor: How much does he weigh?
Parent: 30 pounds

(Circle the Answer:)

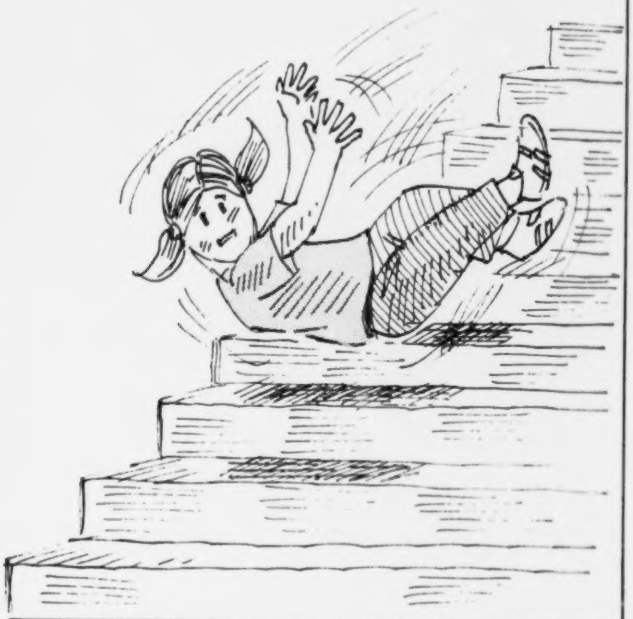
1. Did he drink bleach? yes no
2. Did he drink Drano at 1:00? yes no
3. Did he drink half a can? yes no
4. Is he 4 years old? yes no
5. Does he weigh 30 pounds yes no

Falls

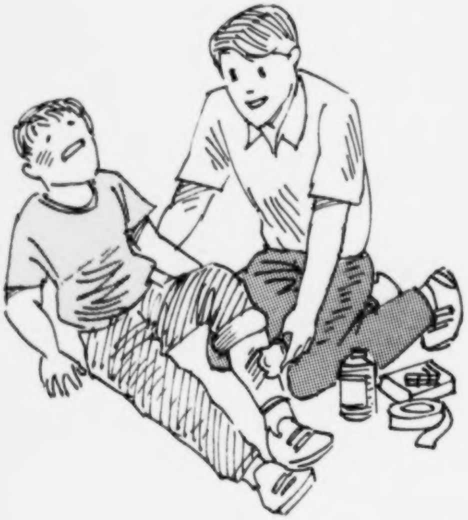


Vocabulary

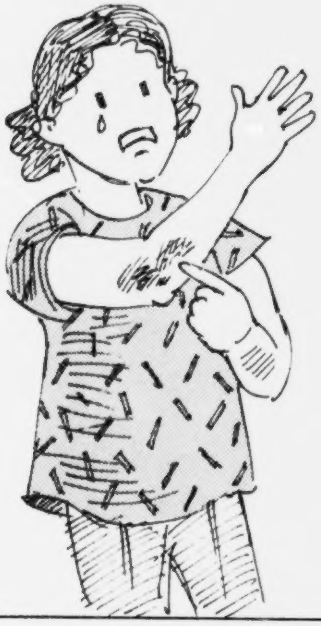
1. fall



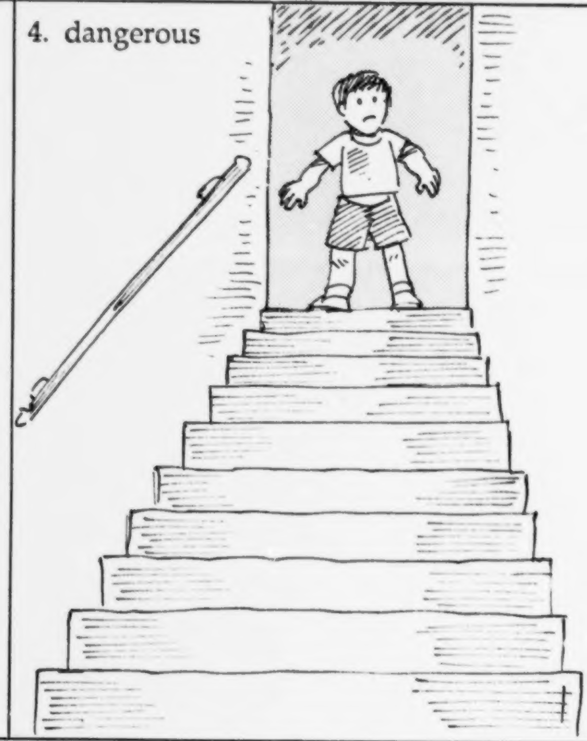
2. injury



3. hurt



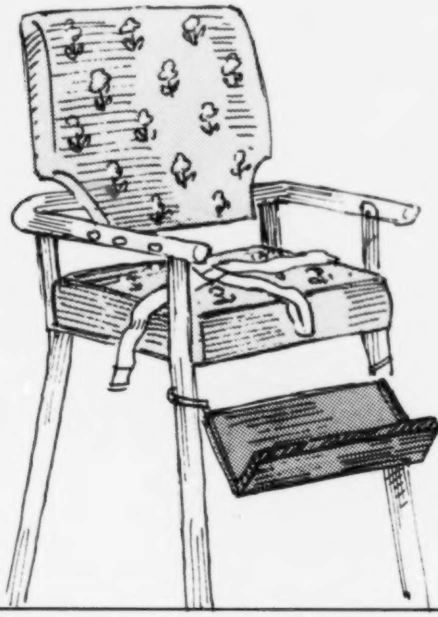
4. dangerous



Practice

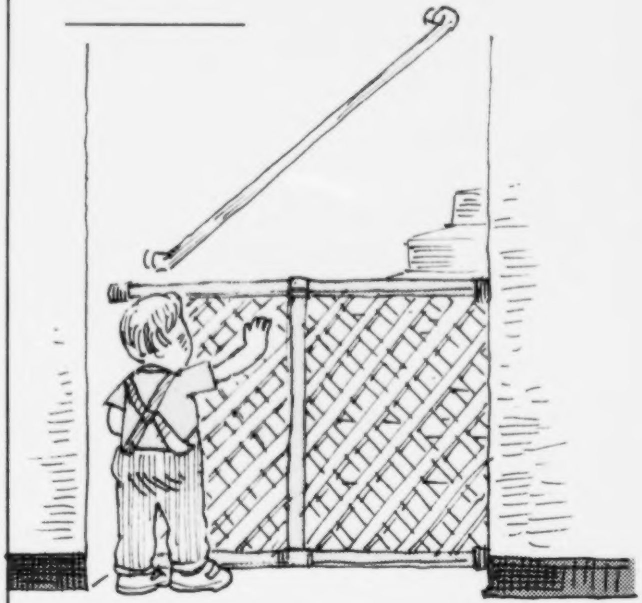
1. Does your baby's high chair have a belt?

____



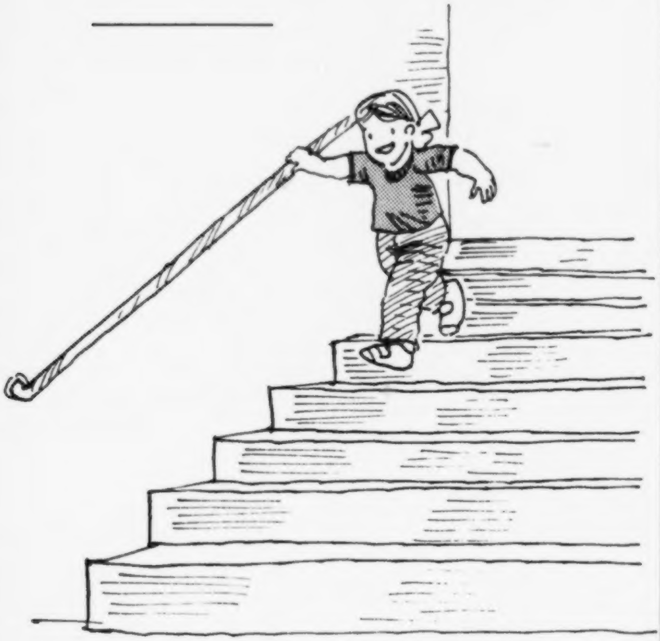
2. Do you have a stair gate for inside stairs?

____



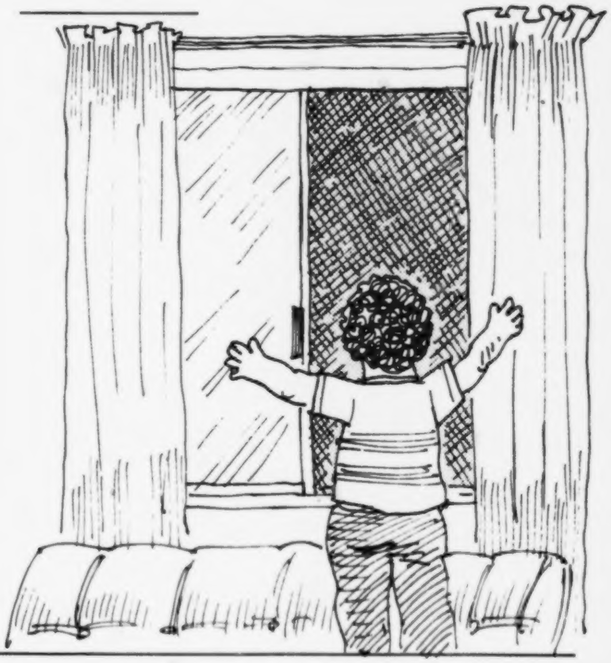
3. Can your children use stairs safely?

____



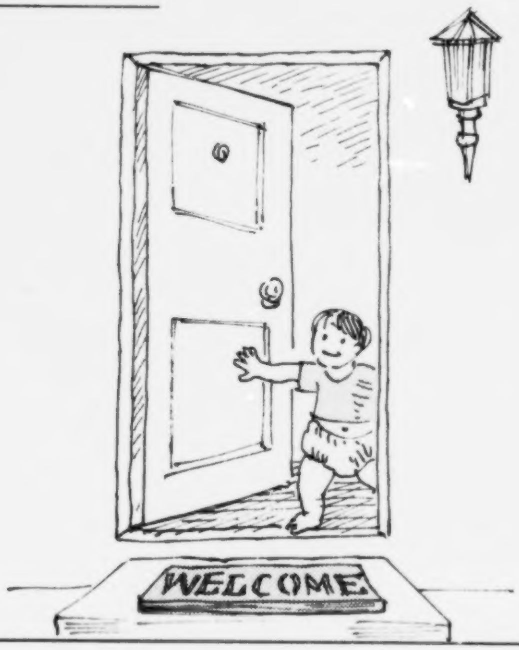
4. Do you have a screen or bars on windows?

____



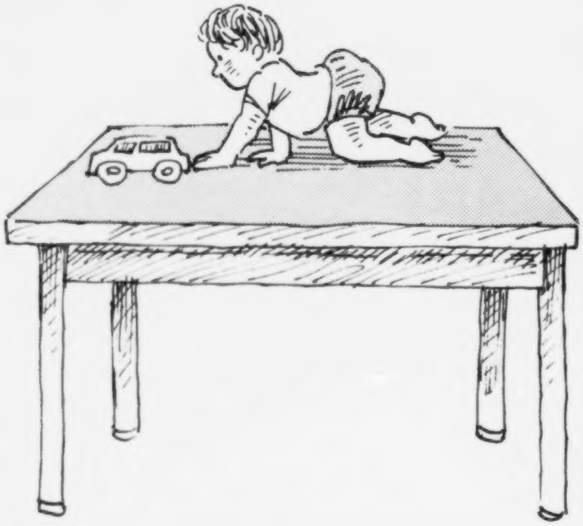
5. Can your baby go out the front door?

____

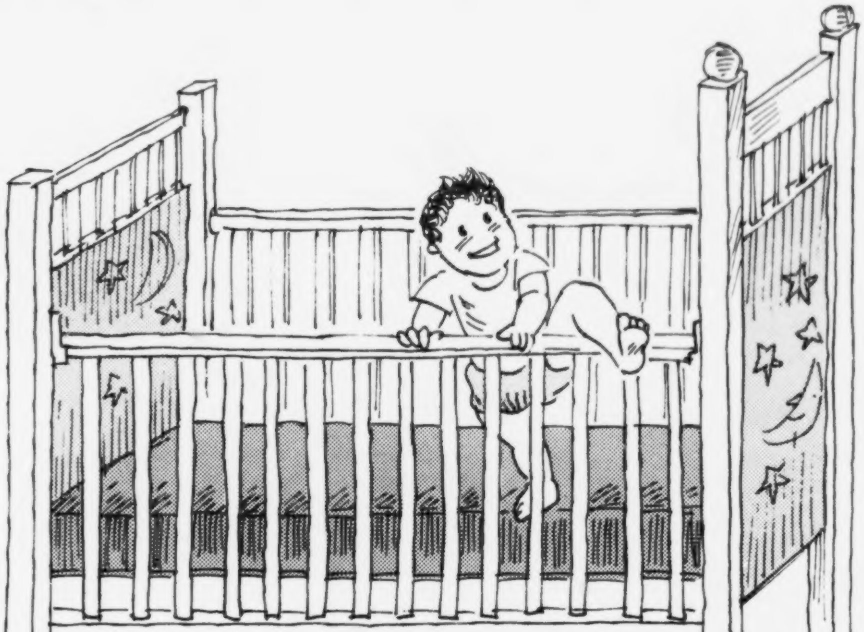


6. Does your baby play on the table?

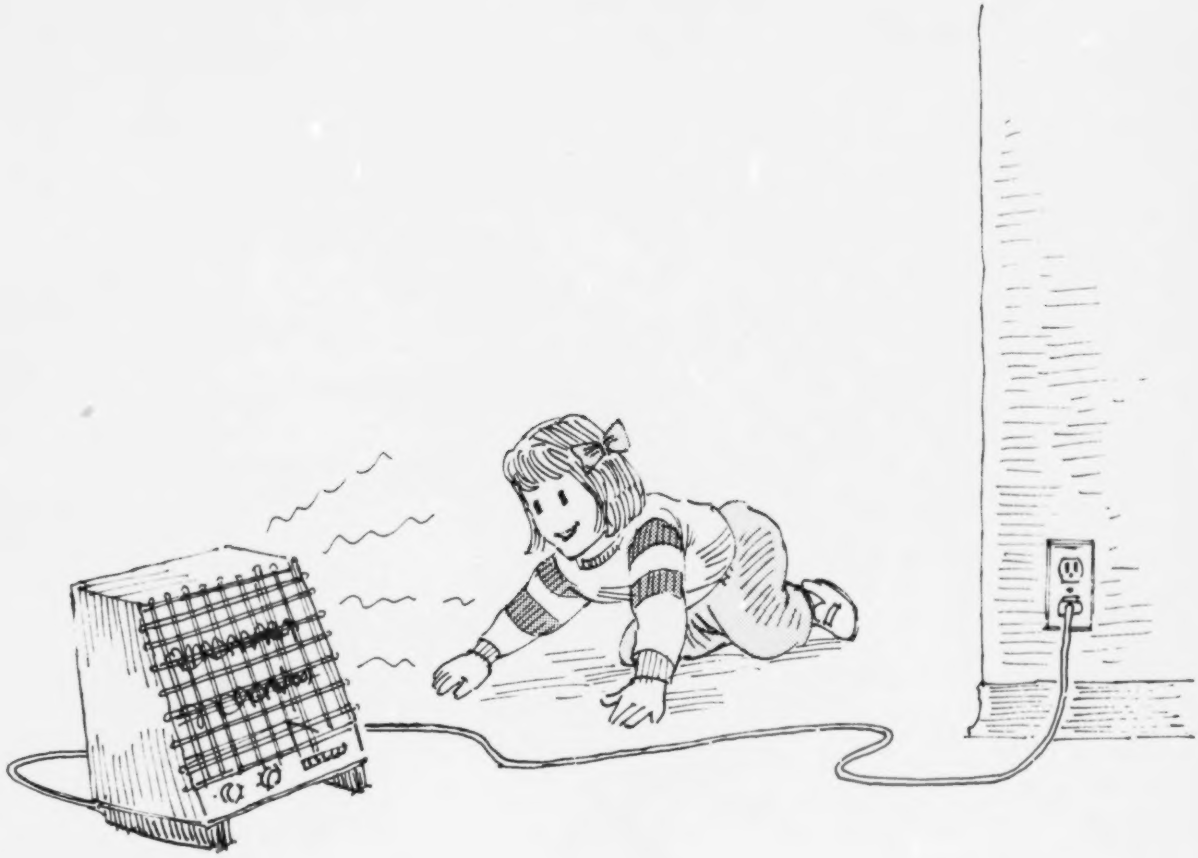
____



7. Can your child climb from her crib? __________

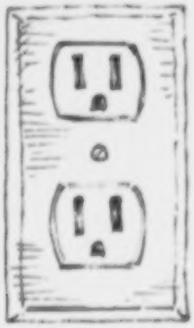


Electrical Cords and Outlets

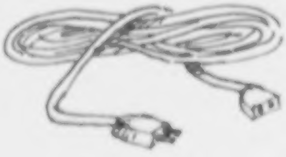


Vocabulary

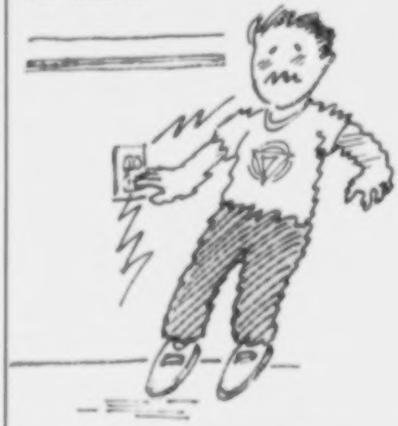
1. outlet



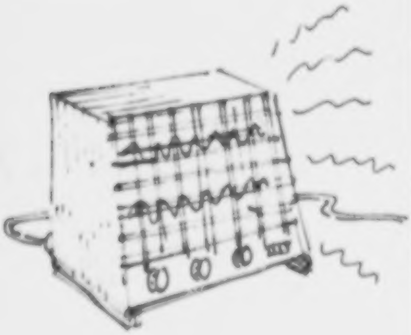
2. cord



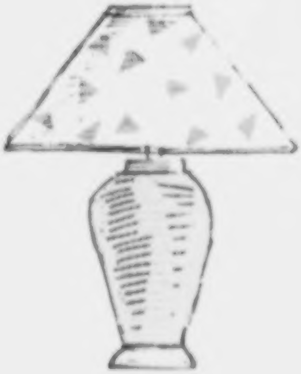
3. shock



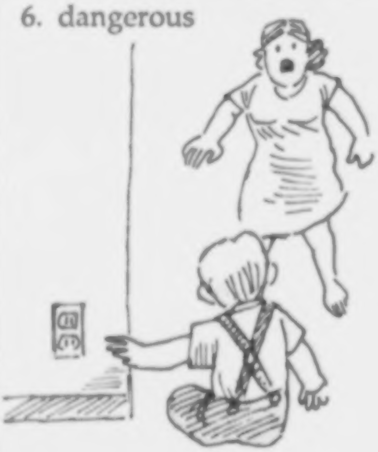
4. heater



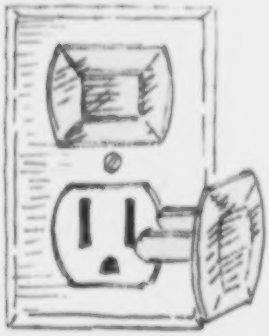
5. lamp



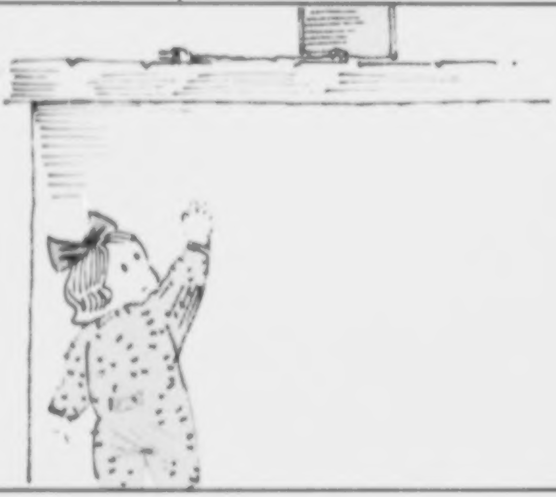
6. dangerous



7. safety caps

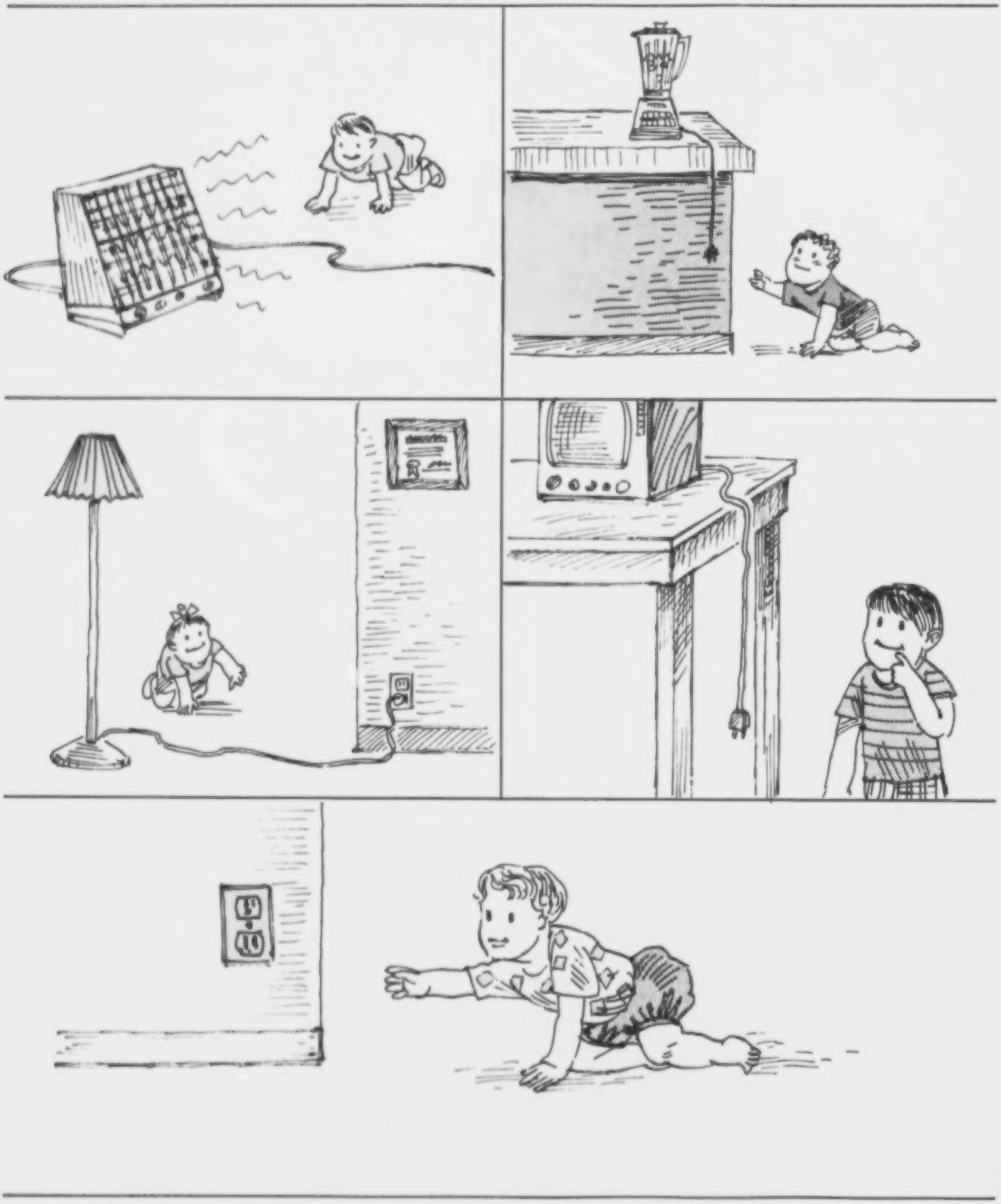


8. out of reach



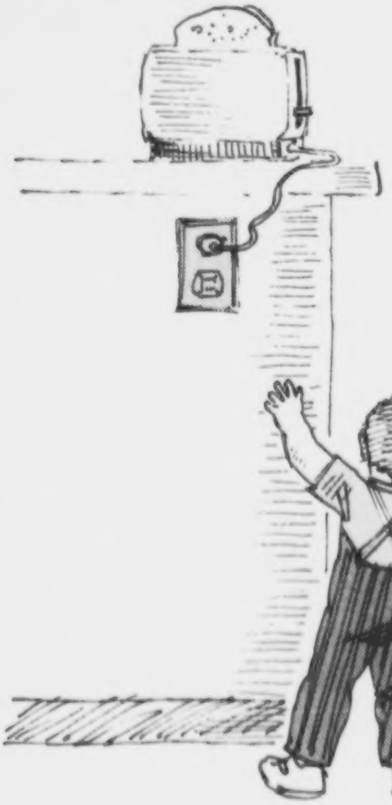
Practice

What's Wrong?

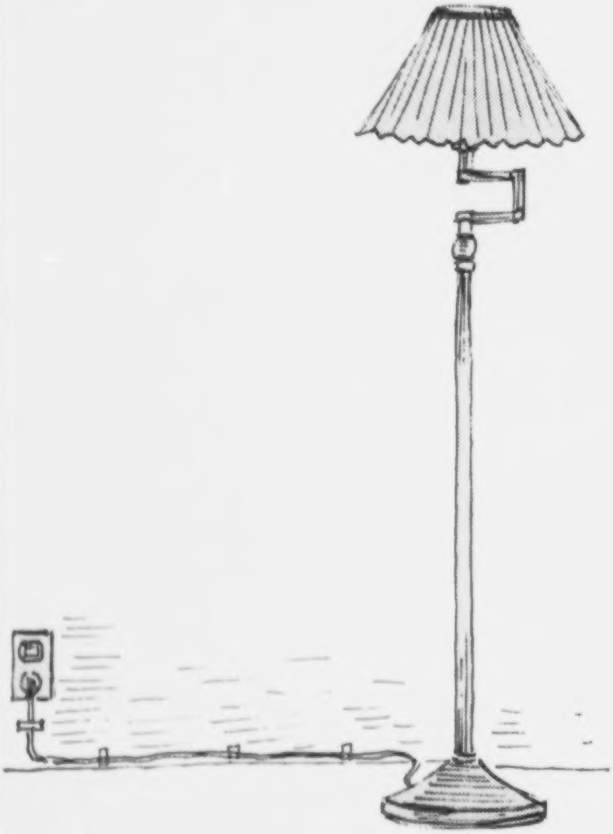


What You Can Do

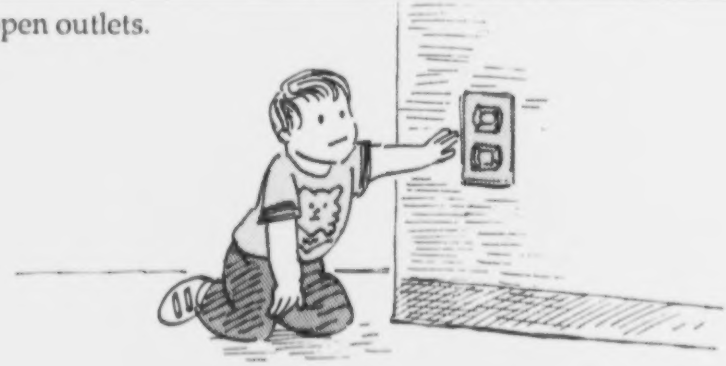
1. Use high wall outlets



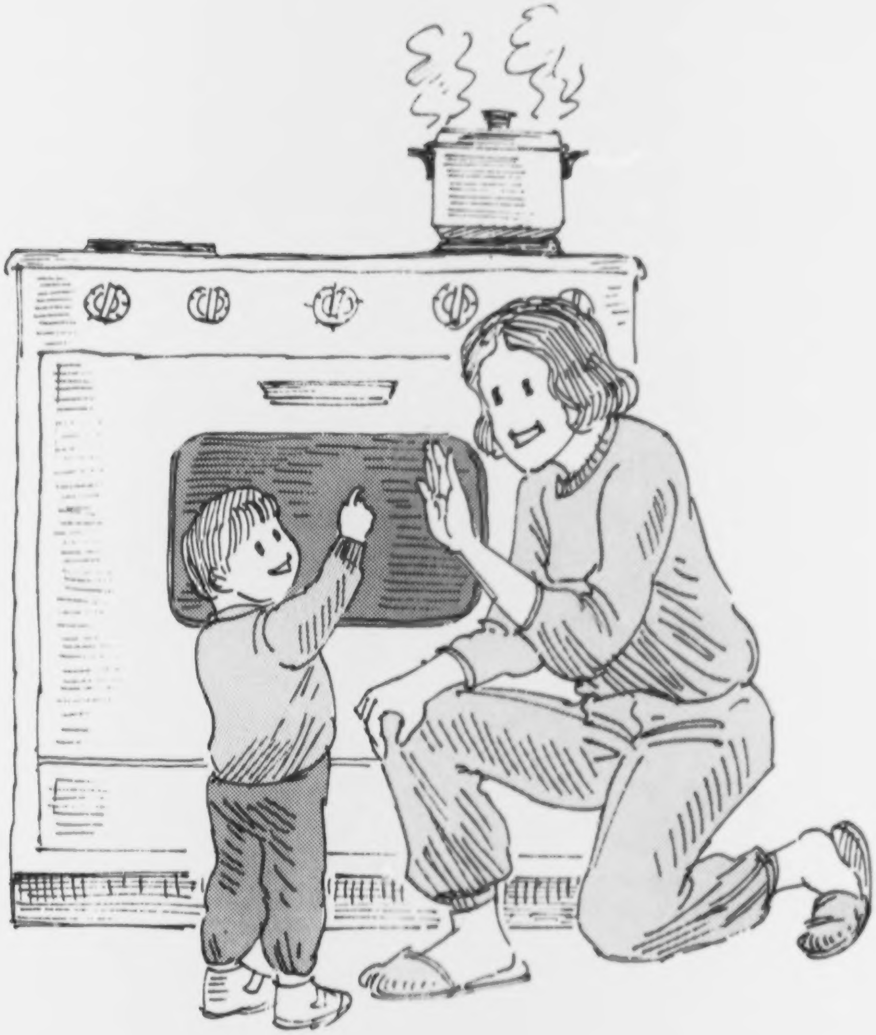
2. Tape cords to the wall.



3. Use safety caps on open outlets.

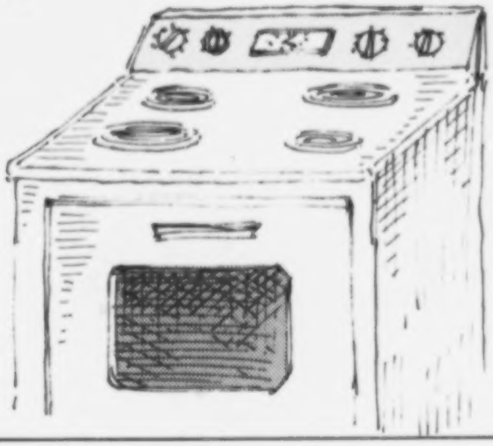


Burns

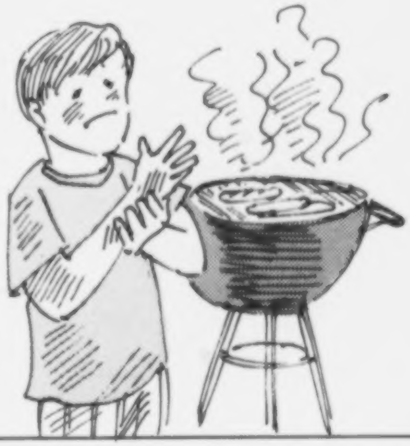


Vocabulary

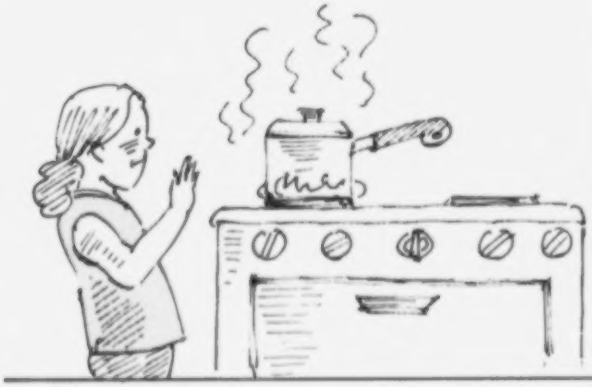
1. stove



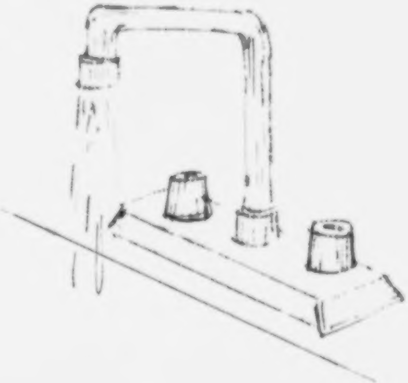
2. burn



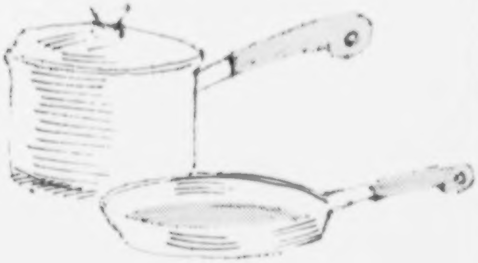
3. hot



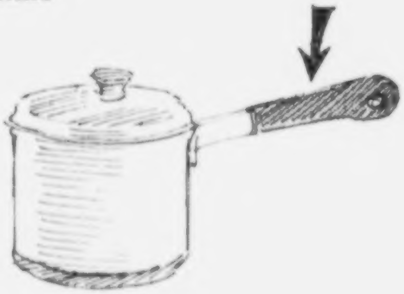
4. water



5. pot/pan

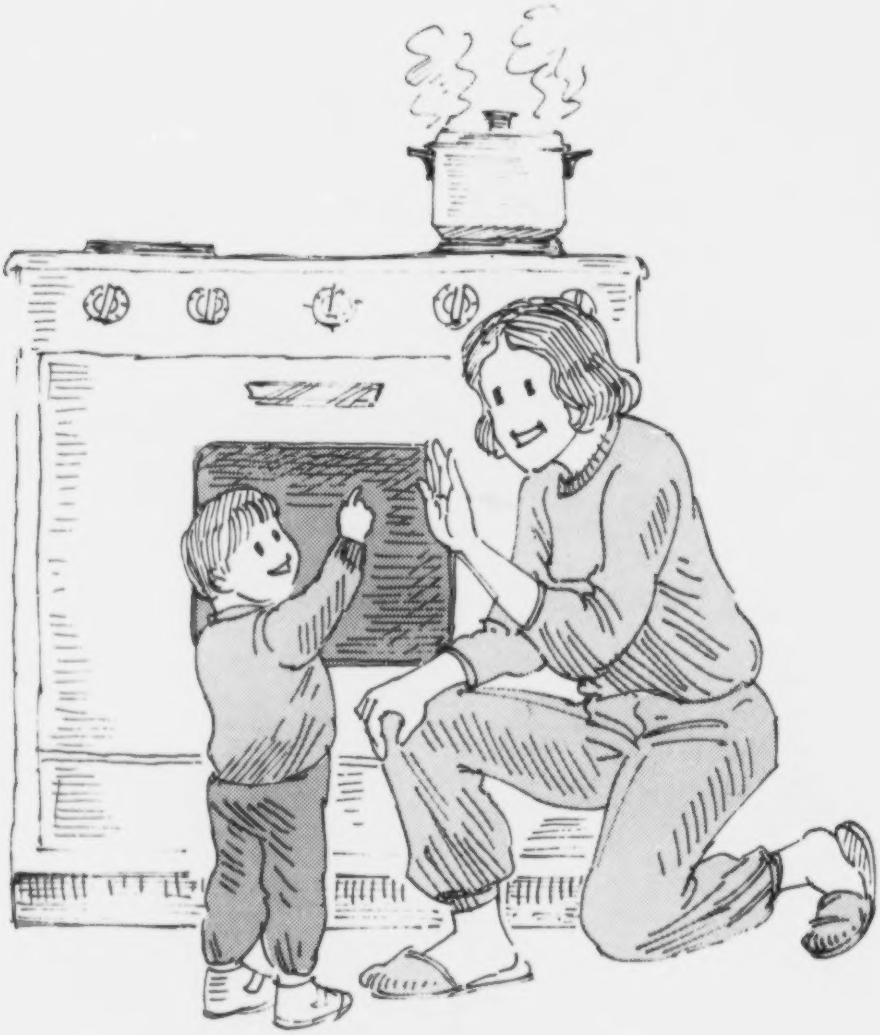


6. handle

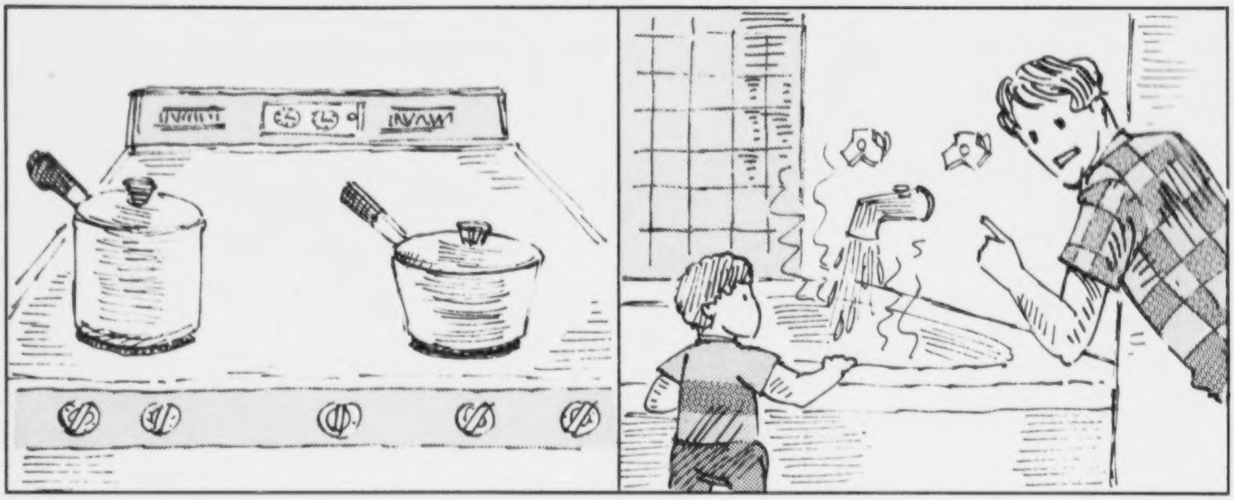


Useful Expressions

1. Be careful.
2. Stay away.
3. No.
4. Hot!



Practice



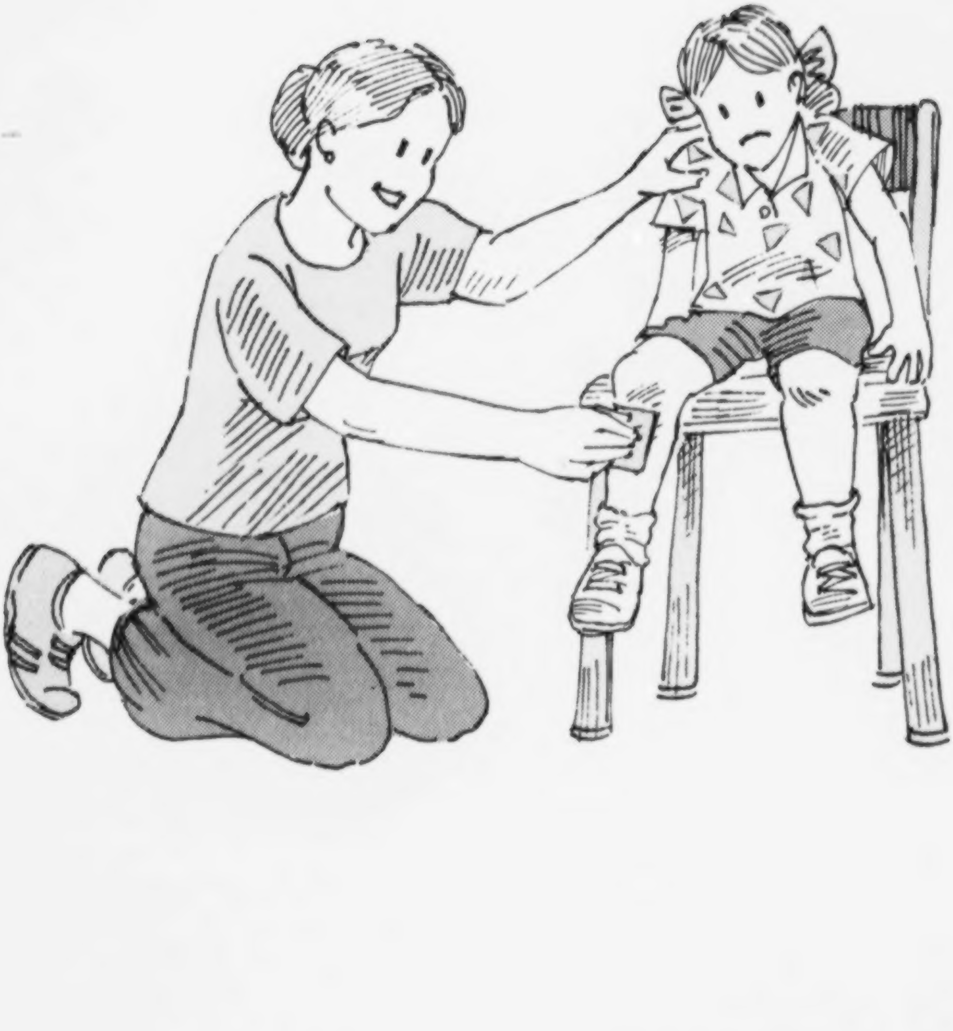
Burns

Burns can be serious. Watch your children in the kitchen. Keep all pots and pans turned inward so that children cannot grab the handles. Watch your children in the bathroom. Hot water from the bathtub can burn them. Teach your children to be careful in the house.

(Circle Yes or No)

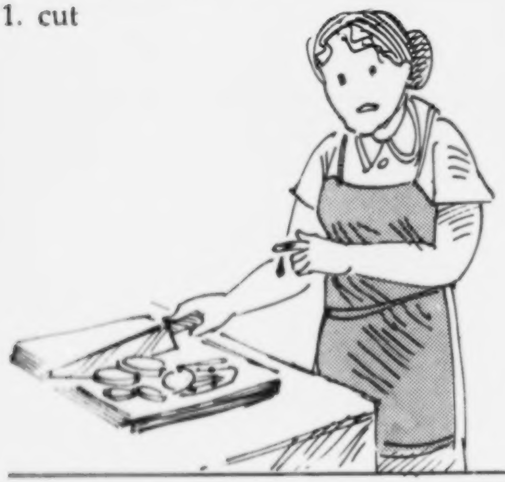
1. Keep all pots and pans turned out.	Yes	No
2. Keep all pots and pans turned inward.	Yes	No
3. Children can grab handles.	Yes	No
4. Hot water can burn your child.	Yes	No
5. Children can play alone in the bathroom.	Yes	No

First Aid

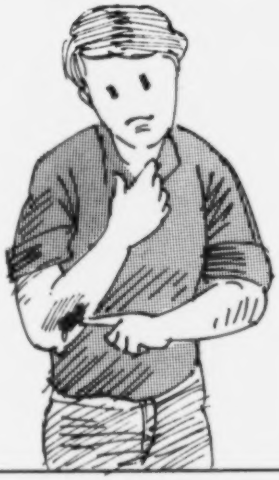


Vocabulary

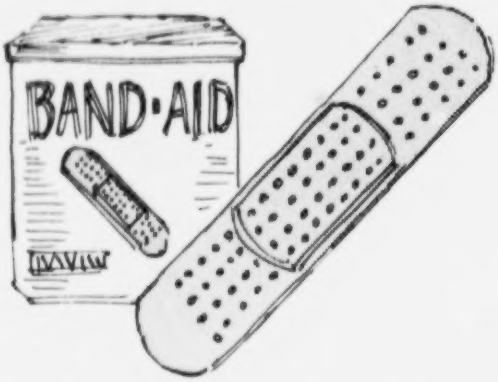
1. cut



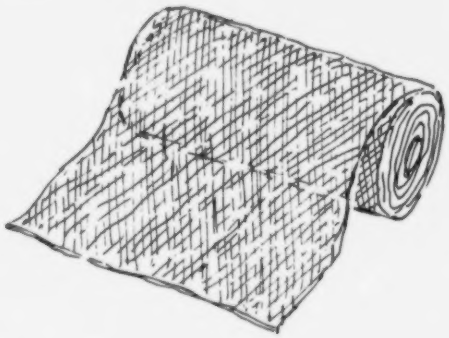
2. wound



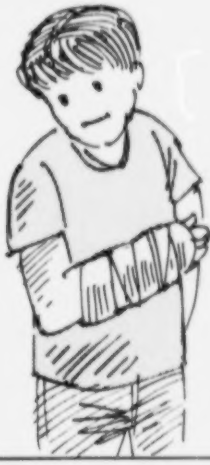
3. band-aid



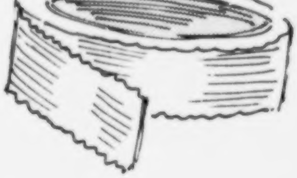
4. gauze



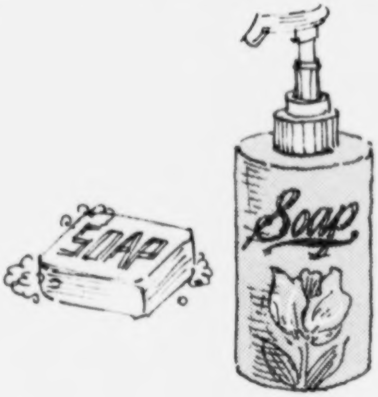
5. bandage



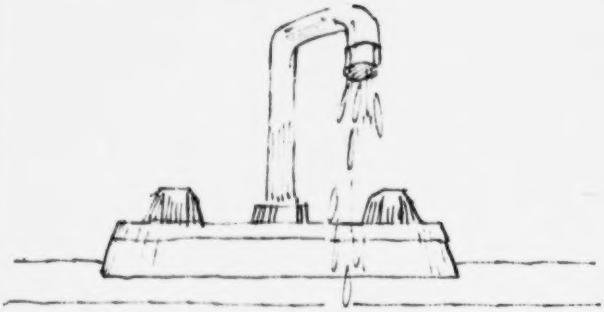
6. tape



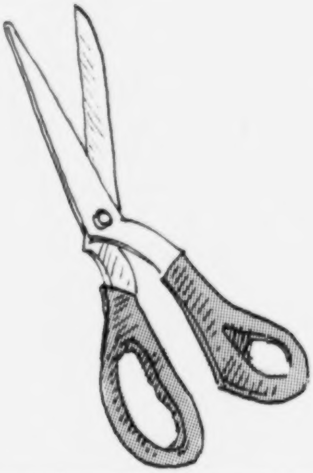
7. soap



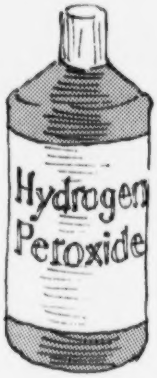
8. water



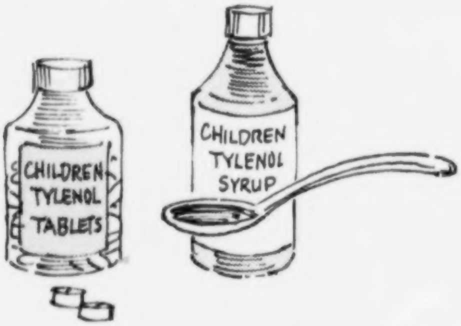
9. scissors



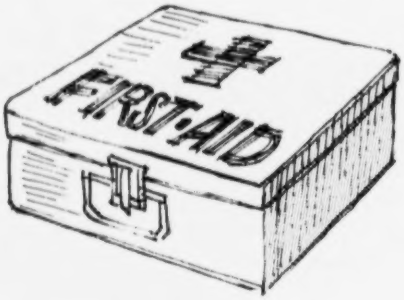
10. hydrogen peroxide


Hydrogen
Peroxide

11. Children's Tylenol

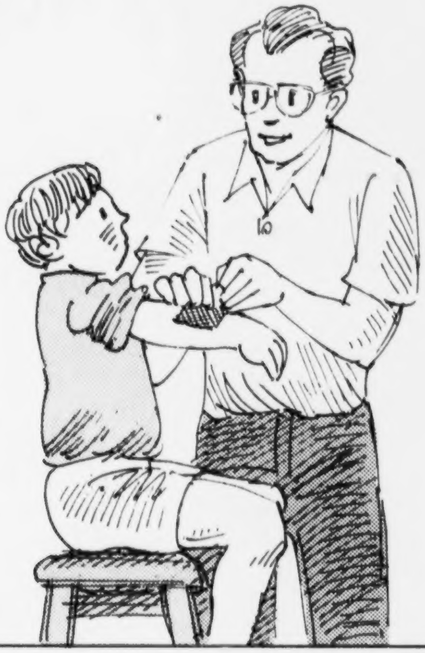

CHILDREN
TYLENOL
TABLETS
CHILDREN
TYLENOL
SYRUP

12. first-aid kit

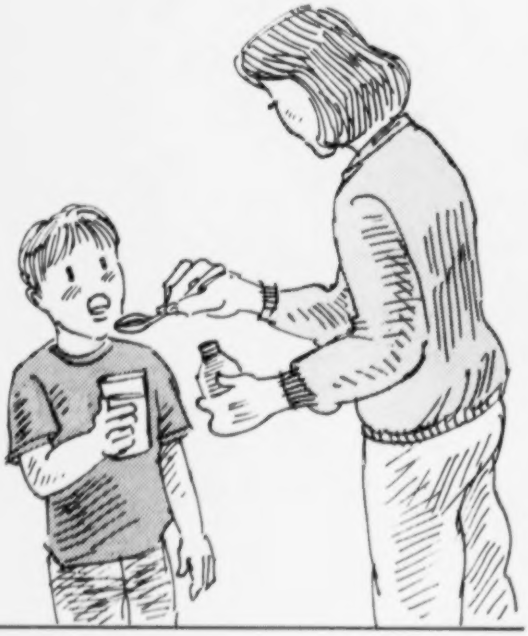


Useful Expressions

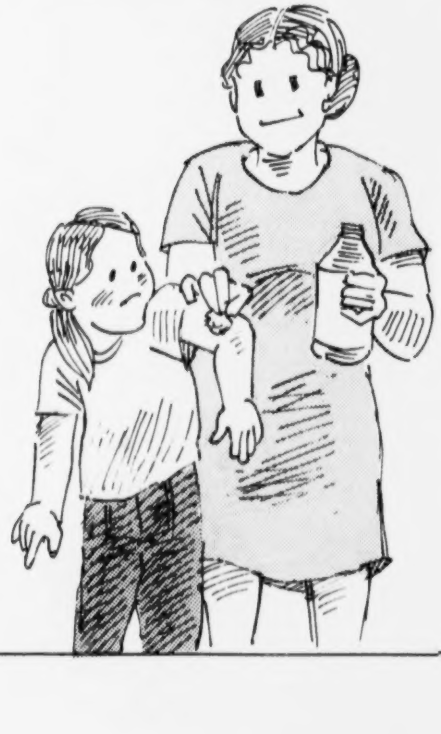
1. He needs gauze.



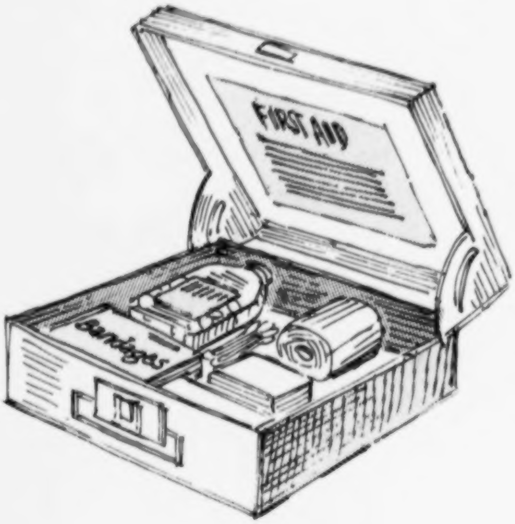
2. He is taking Children's Tylenol.



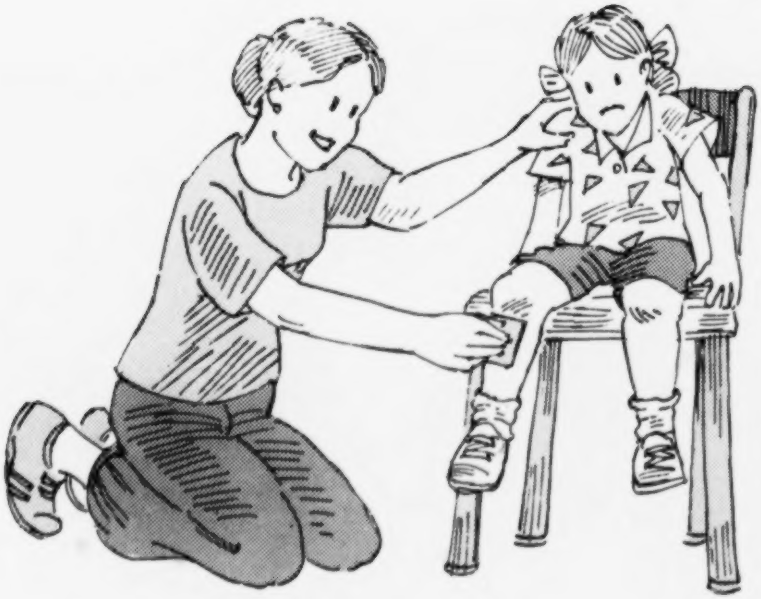
3. She is using hydrogen peroxide.



4. I want a first-aid kit.


FIRST AID
Bandages

Practice



Treating a Cut

____ fell and cut her leg. Her mother will clean the wound with soap and water. Then she will put some gauze on with tape. The gauze must be sterile. It must be very clean so the wound does not get infected.

(Answer:)

1. Who fell? __________

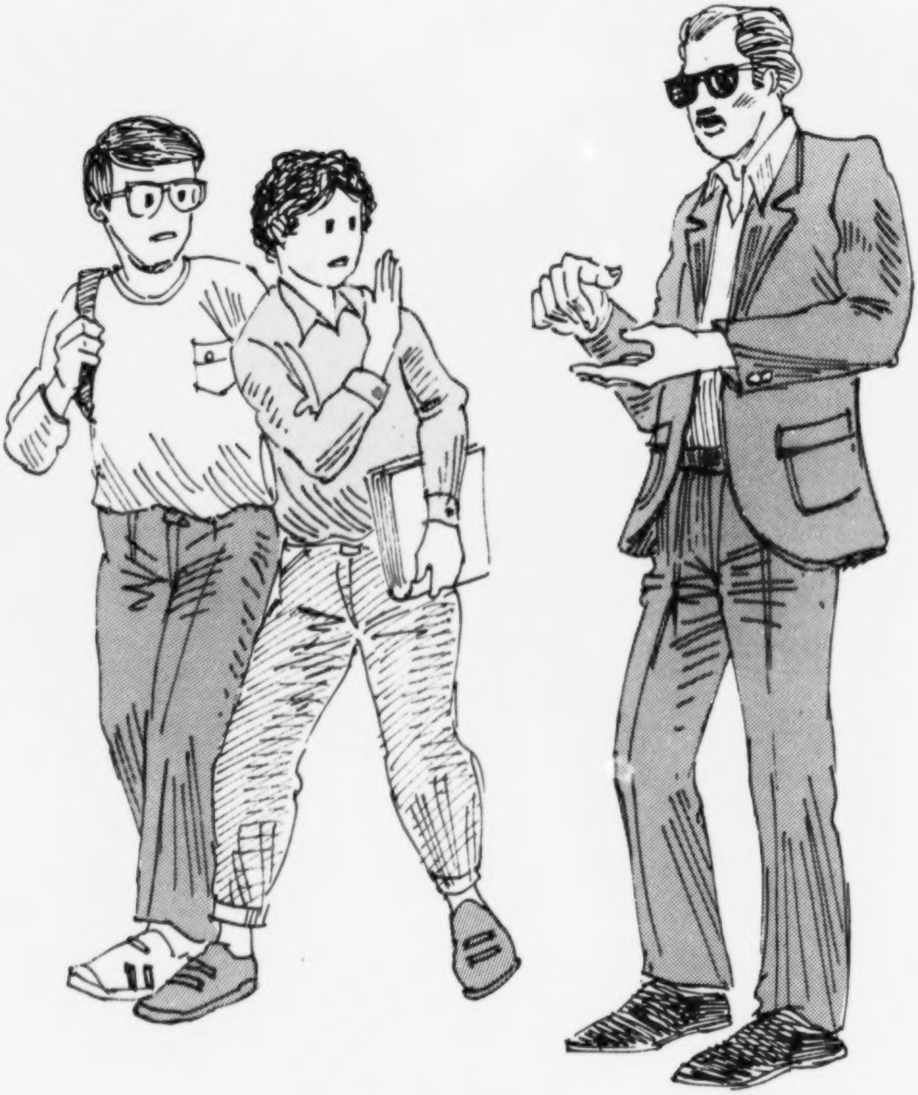
2. Did she cut her leg? __________

3. How will her mother clean it? ____________________

4. Is the gauze clean? __________

5. How can the wound get infected? ____________________

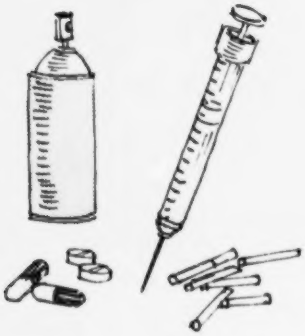
Substance Abuse



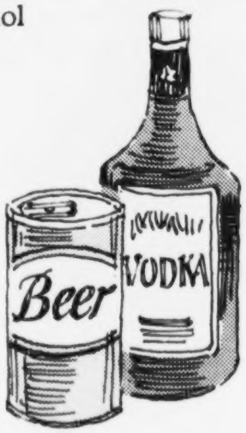
Just say "No".

Vocabulary

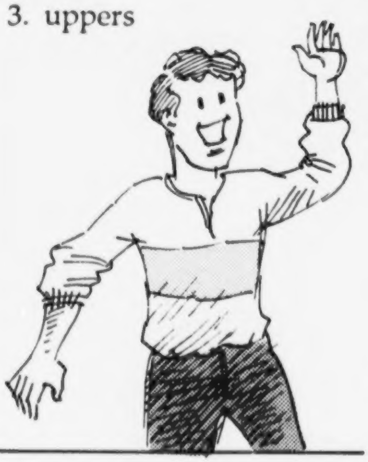
1. drugs



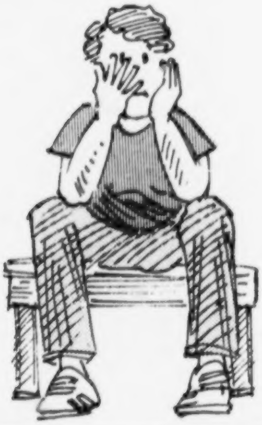
2. alcohol



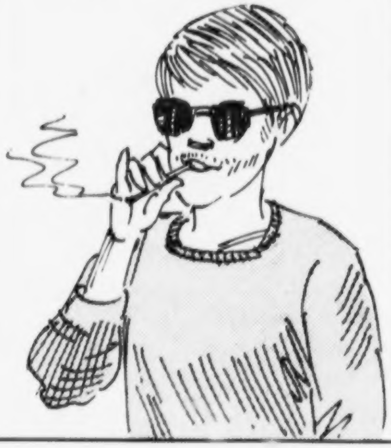
3. uppers



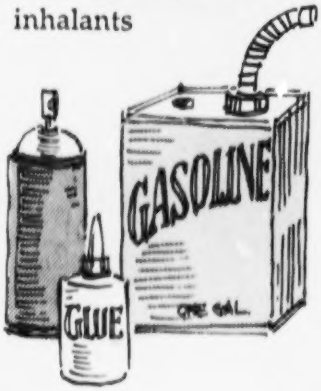
4. downers



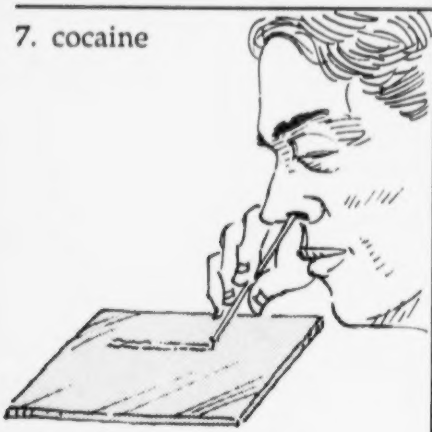
5. marijuana



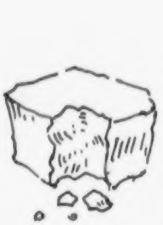
6. inhalants


GASOLINE
GLUE
ONE GAL.

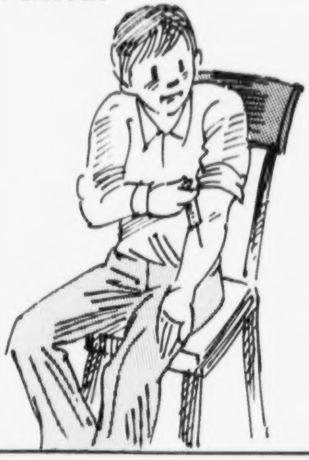
7. cocaine



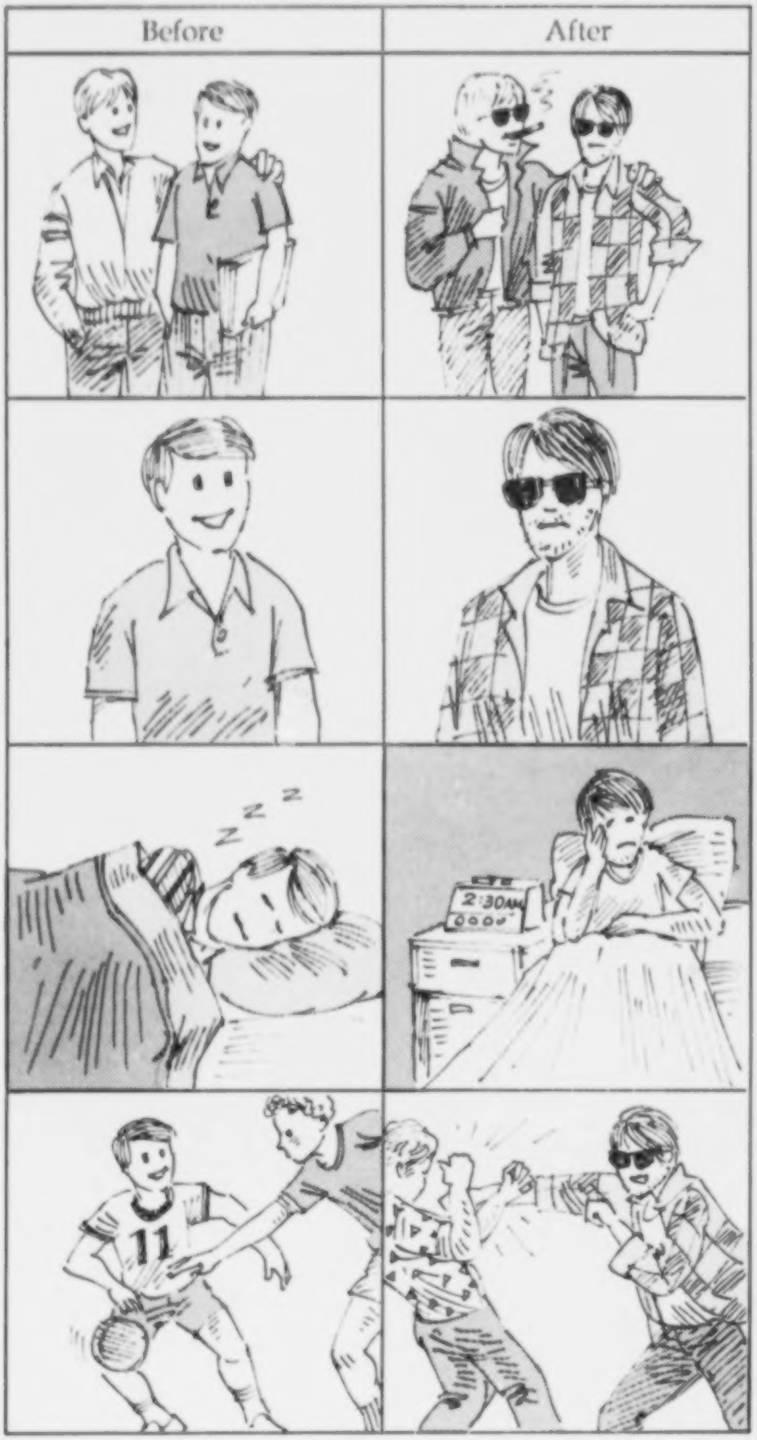
8. crack



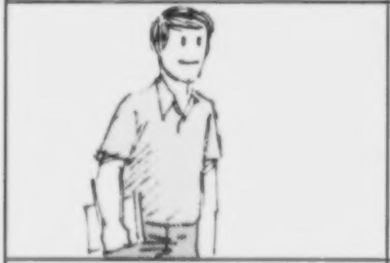
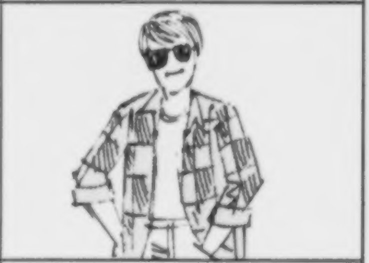
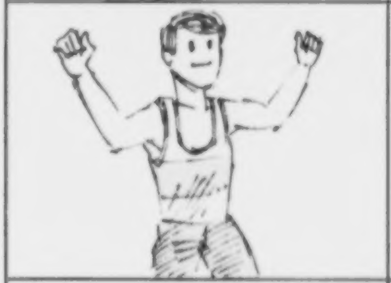
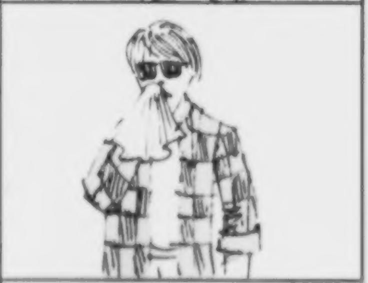
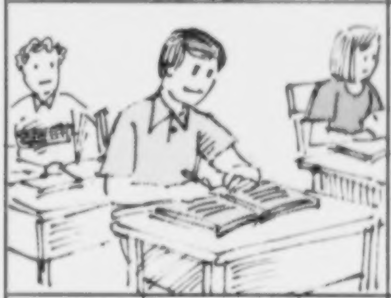
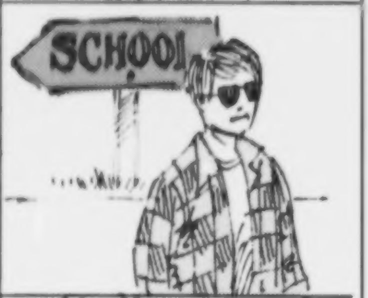
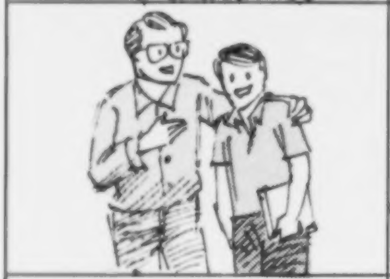
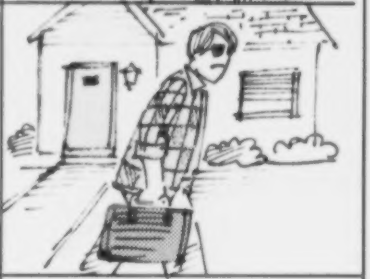
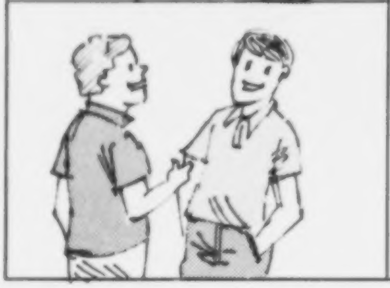
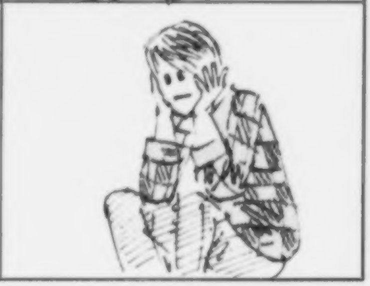
9. heroin



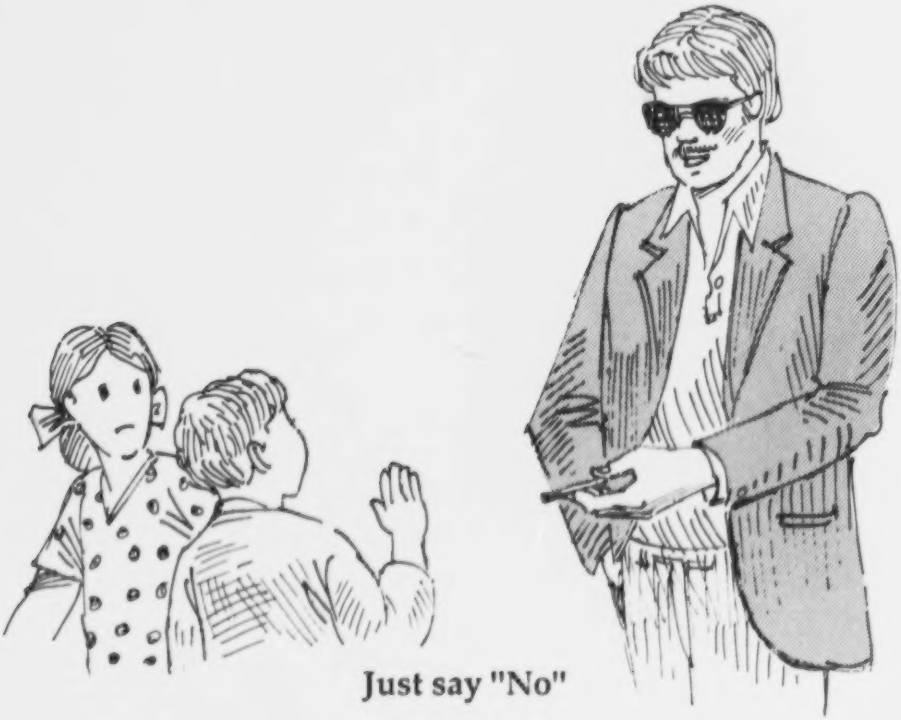
Signs of Substance Abuse


Before
After
11
2:30AM

1. Change in friends
2. Change in dress
3. Change in sleep habits
4. Fighting

	Before	After
5. Wearing sunglasses and long-sleeved shirts		
6. Many colds and nose bleeds		
7. Skipping school		
8. Running away from home		
9. Talking of suicide		

Practice



Just say "No"

Drug abuse is a big problem in the United States. Many people want to sell your children drugs. Talk to your children. Tell them drugs are very bad. They can hurt their minds and bodies. Drugs can kill. Tell your children to say NO to drugs, alcohol, and cigarettes.

Answer Yes or No:

1. Drugs are bad. Yes No

2. Drugs cannot hurt. Yes No

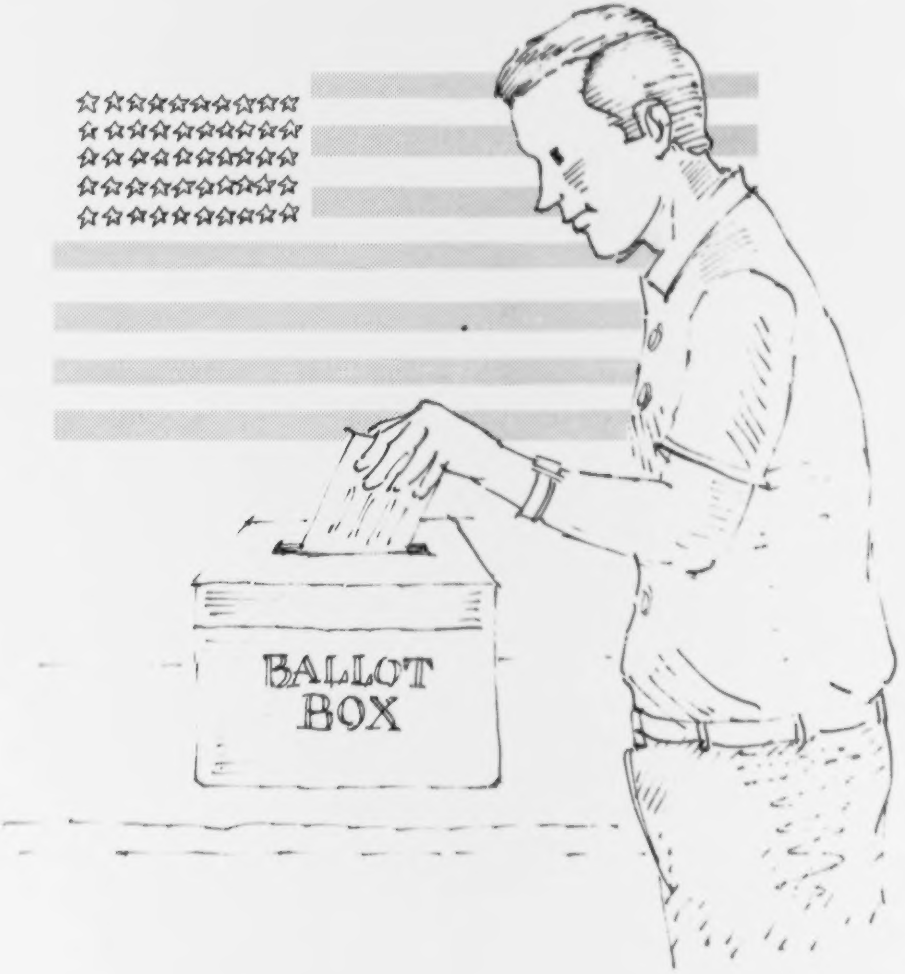
3. Drugs cannot kill. Yes No

4. Too much alcohol can hurt you. Yes No

5. It is okay to ask for help. Yes No

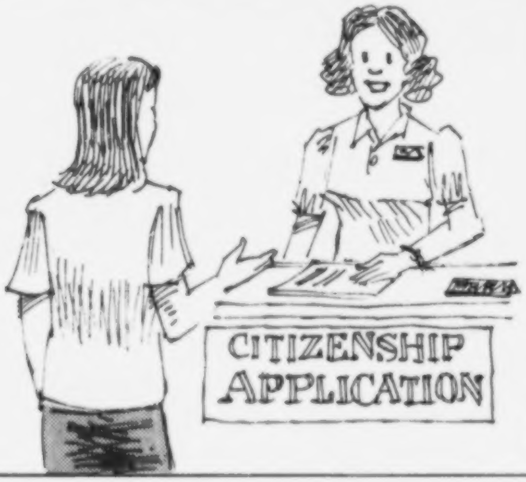
Unit G: Citizenship

Topic	Page
Becoming a United States Citizen	G - 1
Questions and Answers for Interview	G - 5
Questions and Answers for Naturalization	G - 11

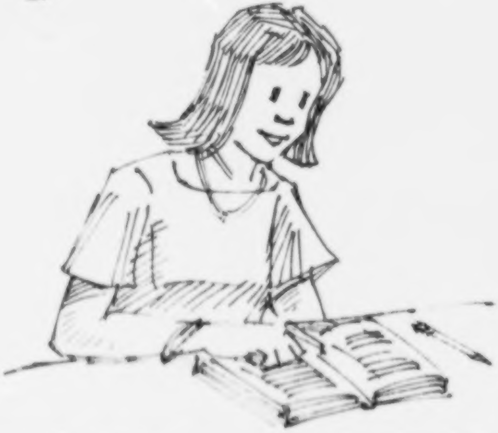


Becoming a United States Citizen

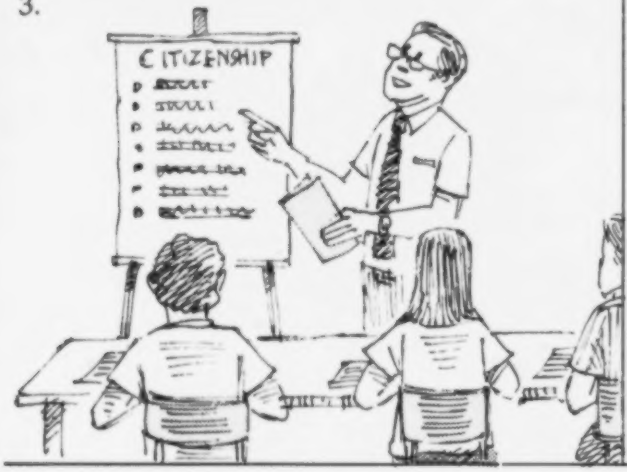
1.


CITIZENSHIP
APPLICATION

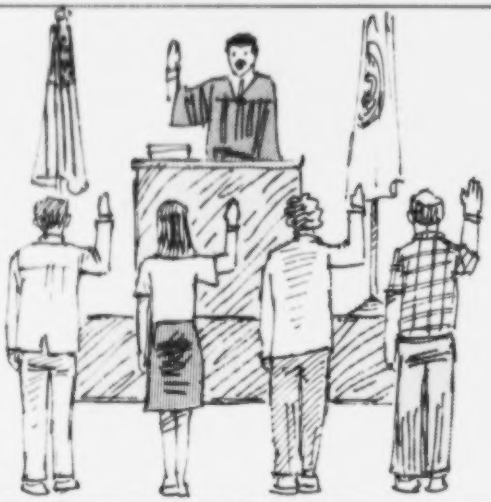
2.



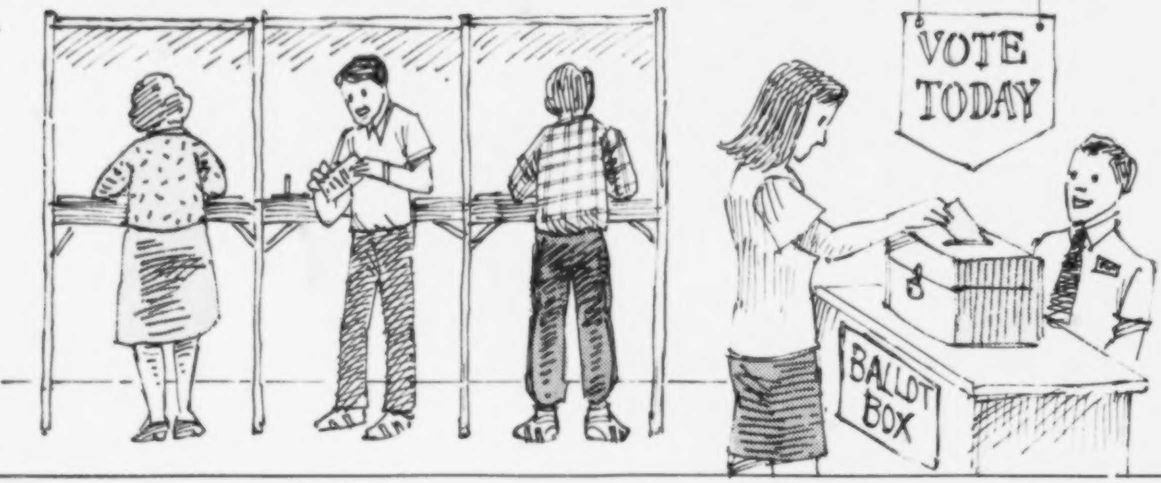
3.


CITIZENSHIP

4.

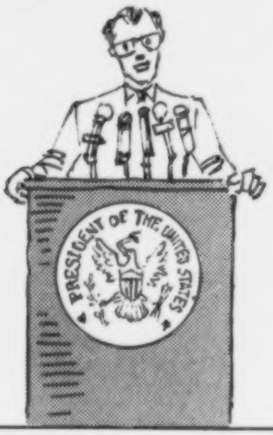


5.

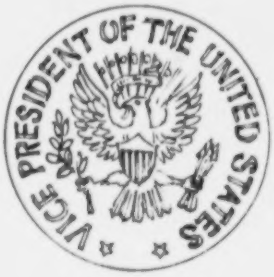

VOTE
TODAY
BALLOT
BOX

Vocabulary

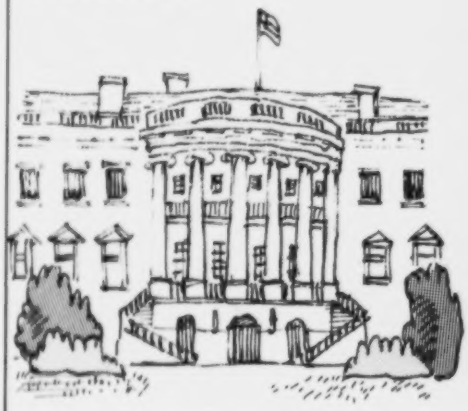
President


PRESIDENT OF THE UNITED STATES

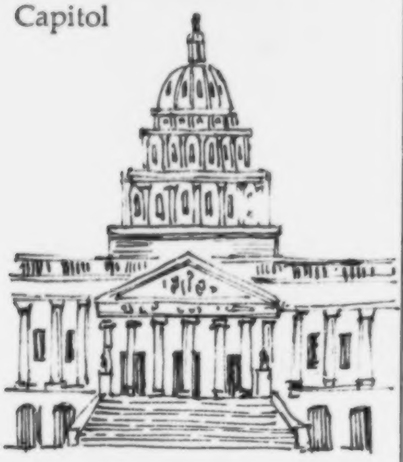
Vice President


VICE PRESIDENT OF THE UNITED STATES

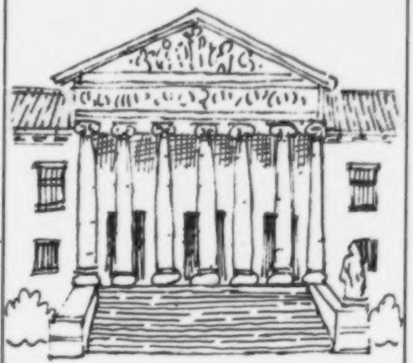
White House



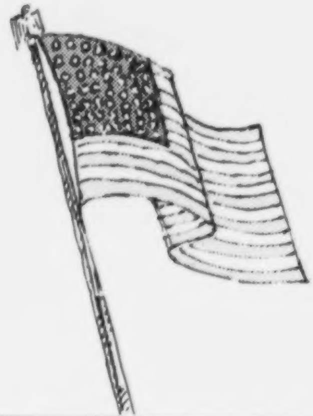
Capitol



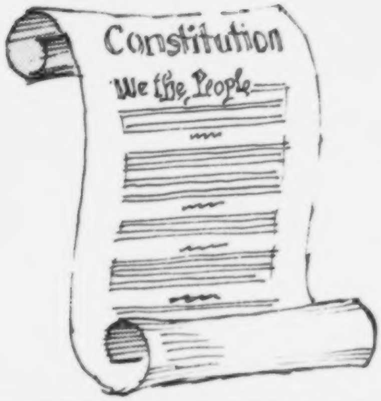
court



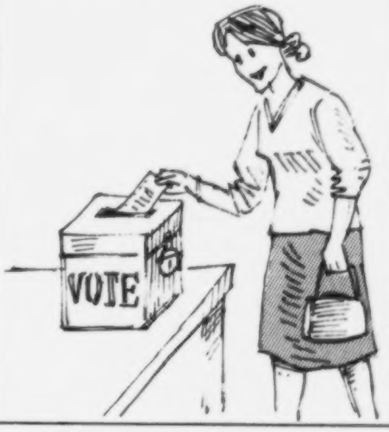
flag



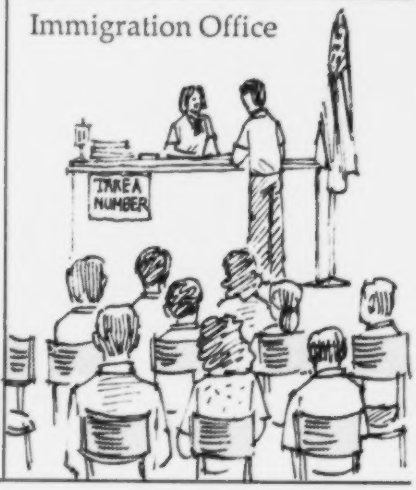
Constitution


Constitution
We the People

citizenship



Immigration Office


AREA NUMBER

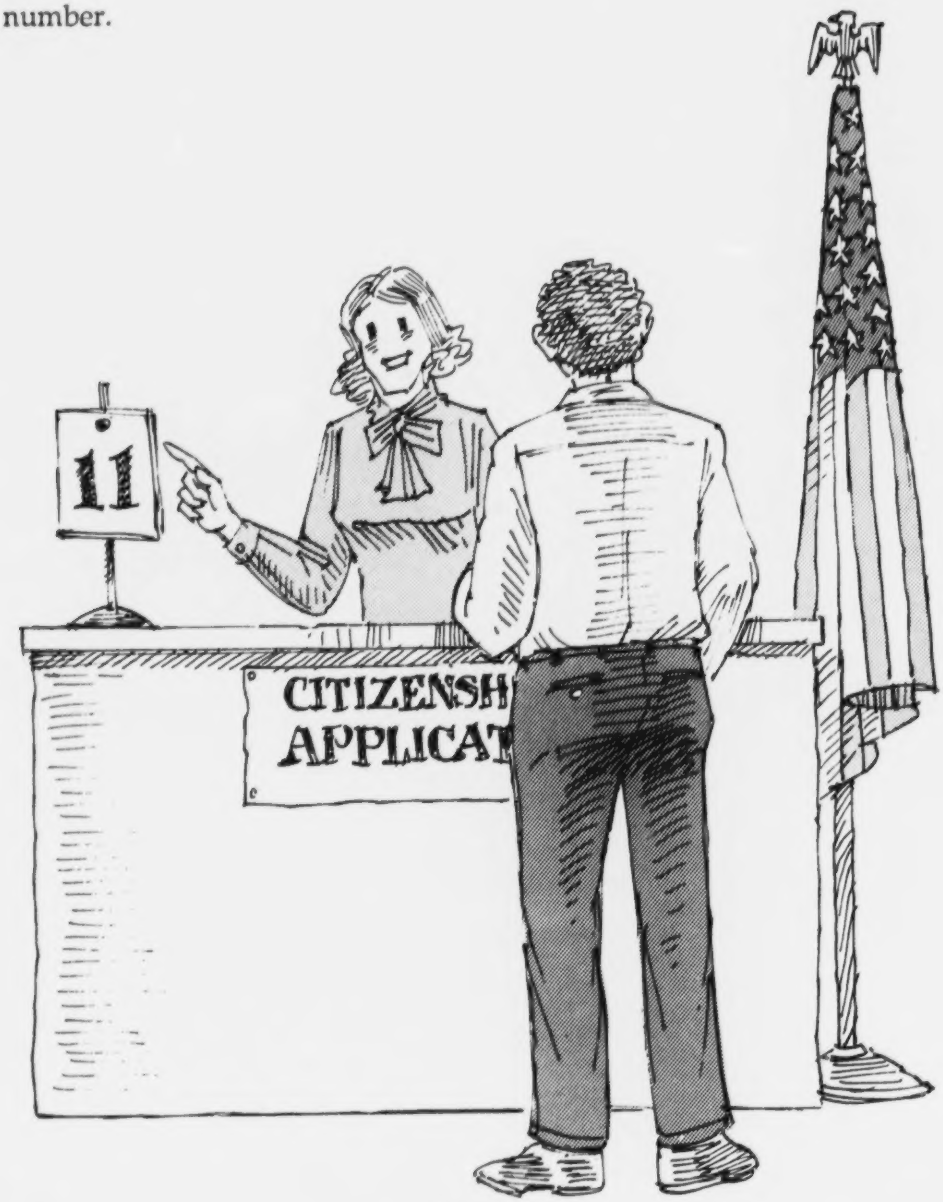
Useful Expressions

1. I want an application for citizenship.

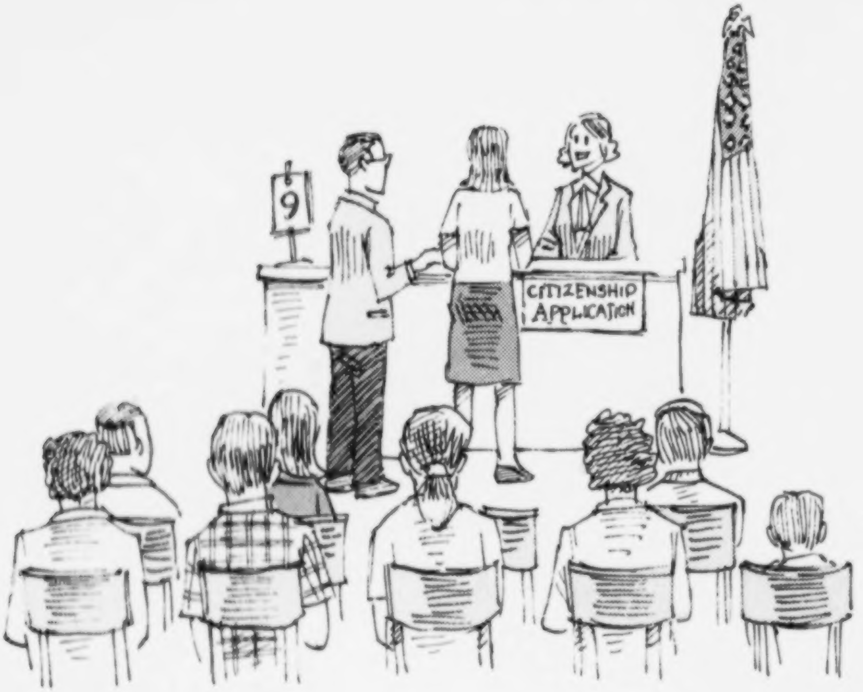
2. I have a question.

3. Do I need to wait?

4. You must take a number.


11
CITIZENSH
APPLICAT

Practice



_____________ is at the immigration office. She will get an application for citizenship. She needs to ask a question. The office is very busy. She must take a number. She will wait. When her number is called, she can ask her question.

(Circle the better answer:)

1. ________________ is at the ________________.
   a. supermarket
   b. immigration office

2. She will get an application for __________.
   a. citizenship
   b. a job

3. The office is very ___ ___.
   a. big
   b. busy

4. She must take a ____________ .
   a. card
   b. number

5. She needs to ask a __________ .
   a. question
   b. number

Possible Questions and Answers for Interview

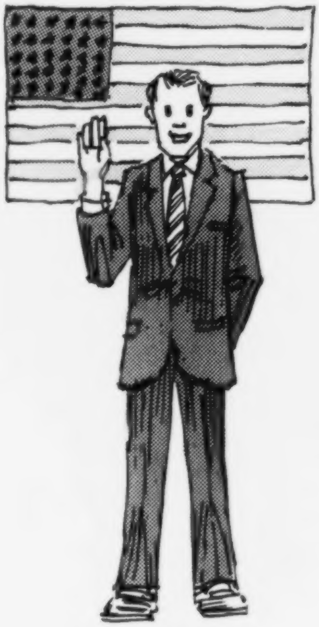
1. Q: Please put up your right hand. Do you swear to tell the truth and nothing but the truth, so help you God?
A: Yes, I do.

2. Q: Please give me your passport and alien registration card (green card).
A: (Give green card and/or passport to examiner.)

3. Q: What is your true and correct name?
A: It is ______________________________ .

4 Q: What is your address? Where do you live?
A: It is ________________________ . I live at ______________________________ .

5. Q: Who else lives there with you?
A: ____ .



6. Q: What is your Zip Code?
A: It is ___________ .

7. Q: When were you born?
A: ________________ .

8. Q: Where were you born?
A: ____________________________ .

9. Q: Have you ever used any other name?
A: Yes, ____________________________ .

10. Q: Do you want your name changed?
A: ___________________________ .

11. Q: What is your maiden name? (name before married)
A: ______________________________ .

12. Q: When did you first come to the United States?
A: __________ ________________ (date)

13. Q: When did you first start living in California?
A: __________________________ (date)

14. Q: Do you intend (want) to live in the United States after you become a citizen?
A: Yes.

15. Q: How long did you live at ______________________________ ? (address)
A: ____________________________ (date)

16. Q: Where did you live before that?
A: ______________________________ (address)

17. Q: How long did you live there?
A: ______________________________ (date)

18. Q: Where did you live before that?
A: ______________________________ (address)

19. Q: How long did you live there?
A: ______________________________ (date)

20. Q: Have you ever made any trips or vacations outside the United States?
A: Yes/No

21. Q: When was your last trip?
A: ______________________________ (date)

22. Q: Have you ever been arrested by the police?
A: No.

23. Q: What is a police officer
A: He protects the public.

24. Q: Do you drive?
A: Yes/No

25. Q: Do you have any traffic tickets?
A: Yes/No

26. Q: Have you ever been a member of an organization, association, or a union?
A: Yes/No

27. Q: Have you ever been a member of the Communist Party?
A: No.

28. Q: What is communism?
A: No freedom.

29. Q: Have you been in military service in a foreign country?
A: ____________________ (Yes/No)

30. Q: Have you ever been a patient in a mental institution?
A: No.

31. Q. Have you ever been deported?
A: No.

32. Q: What does deported mean?
A: Go home.

33. Q: Have you ever claimed to be a U.S. citizen?
A: No.

34. Q: When was the last time you filed your income tax returns?
A: ________________________(date)

35. Q: Do you owe any taxes?
A: No.

36. Q: Joint or single? (With husband or wife or by yourself).
A: ___________________________________

37. Q: Have you ever been a habitual drunkard, practiced polygamy, prostitution or sold drugs?
A: No.

38. Q: Do you believe in the Constitution and the government of the United States?
A: Yes.

39. Q: What is the Constitution?
A: The highest law of the United States.

40. Q: Are you willing to take the oath of allegiance to the United States?
A: Yes.

41. Q: What is the oath of allegiance?
A: To be loyal to the United States.

42. Q: Are you willing to serve in the armed forces?
A: Yes.

43. Q: What is your occupation?
A: ______________________________

44. Q: When did you start working there?
A: ______________________(date)

45, Q: Where did you work before?
A: ______________________________

46. Q: How do you support yourself?
A: ______________________________

47. Q: Do you receive any welfare or food stamps?
A: Yes/No

48. Q: Are you married?
A: Yes/No

49. Q: Where did you get married?
A: ____________________(place)

50. Q: What is your husband's (wife's) name?
A: ____________________(name)

51. Q: Where is your husband (wife)?
A: ______________________________

52. Q: Where was he/she born?
A: ____________________(place)

53. Q: How many times have you been married?
A: __________ (number)

54. Q: How many times has your husband been married?
A: __________ (number)

55. Q: How many children do you have?
A: __________ (number)

56. Q: What are their names?
A: ____________________________(names)
____
____
____
____

57. Q: Where are they living?
A: ____________________________(place)

58. Q: What is your telephone number?
A: ____________________________(telephone number)

59. Q: Sign your name here.
A: (Sign your name).

60. Q: Write a sentence here.
A: (Write sentence).

Possible Questions and Answers for Naturalization

1. Q: What kind of government does the United States have?
A: A republic (government by the people through elected officials).

2. Q: What is the supreme (highest) law of the country?
A: The Constitution.

3. Q: Who adopted the Constitution?
A: 13 original states.

4. Q: What were the first 13 states?
A: Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, Virginia.

5. Q: When was the Constitution adopted?
A: It was signed September 7, 1787 and adopted March 4, 1789.

6. Q: How many states are there today?
A: 50.

7. Q: How is the government divided?
A: 3 branches:
(1) Legislative (Congress) makes the law.
(2) Executive (President) executes the law.
(3) Judicial (Supreme Court) interprets the law.

8. Q: What are the two houses of Congress?
A: (l) Senate
(2) House of Representatives

9. Q: How many senators are there?
A: 100 (2 from each state)

10. Q: How is the number of representatives determined?
A: By population of each state. (410,481 people = 1 representative)

11. Q: How long is the term for a senator?
A: 6 years.

12. Q: How long is the term for a representative?
A: 2 years.

13. Q: How long is the term for the President?
A: 4 years.

14. Q: Can the Constitution be changed?
A: Yes, through an amendment.

15. Q: How many amendments does the Constitution have?
A: 26.

16. Q: What is the 26th Amendment?
A; A citizen can vote if he/she is 18 or older.

17. Q: What are the first 10 amendments called?
A: The Bill of Rights.

18. Q: What are some freedoms given by The Bill of Rights?
A: Religion, press, speech, peaceable assembly, security in the home, trial by jury.

19. Q: What right is given by the Fifteenth Amendment?
A: Right to vote by all U.S. citizens, regardless of race, creed, or color.

20. Q: Where does Congress meet?
A: Washington, D.C.

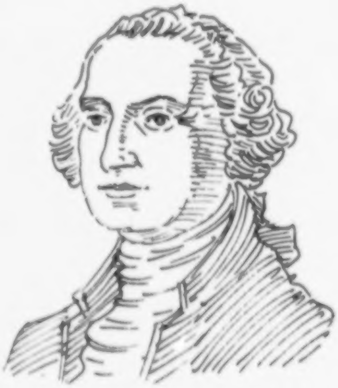
21. Q: What is the Declaration of Independence?
A: A paper declaring independence of 13 colonies from Great Britain.

22. Q: When and where was the Declaration of Independence adopted?
A: July 4, 1776 in Philadelphia (People in U. S. celebrate July 4th as Independence Day).

23. Q: What rights are given in the Declaration of Independence?
A: Life, liberty, and the pursuit of happiness.

24. Q: What was the American Revolution and when did it begin?
A: 13 colonies revolt against rule of Great Britain. It began in 1775.

25. Q: Who was the first President of the U.S.?
A: George Washington.



26. Q: What is the Cabinet?
A: A group of people who help the President.

27. Q: How many Cabinet Departments are there?
A: 13.

28. Q: What is the highest Federal Court?
A: The Supreme Court.

29. Q: How many justices are in the Supreme Court?
A: 9.

30. Q: How are the justices selected?
A: By the President.

31. Q: When was the Civil War?
A: 1861 - 1865.

32. Q: What was the main cause of the Civil War?
A: Slavery. People in the South owned Black people as slaves. People in the North believed this was wrong. The Northern states won the war.

33. Q: Who was President during the Civil War?
A: Abraham Lincoln.

34. Q: What are some duties and responsibilities of a citizen?
A: Obey laws; pay taxes; bear arms on behalf of U.S. when required by law; to be informed on candidates and issues during elections; to vote; to serve on jury; to be loyal to the U.S. and defend it against all enemies.

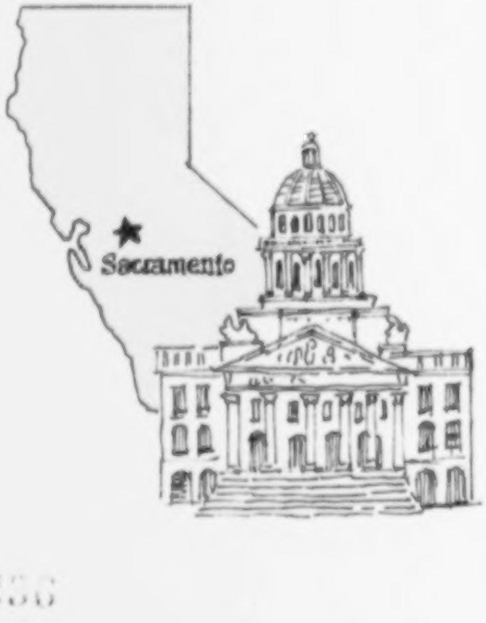
35. Q: What's the capital of the U.S.?
A: Washington, D.C.

36. Q: What do the stars and stripes on the American flag represent?
A: Each star stands for one of the 50 states. Each stripe stands for one of the original 13 states.

37. Q: Who is President of the U.S.?
A: ______________________________

38. Q: Who is Vice President of the U.S.?
A: ______________________________

39. Q: What is the capital of California?
A: Sacramento.



40. Q: Who is the governor of California?
A: ______________________________

41. Q: Who is the mayor of your city?
A: ______________________________

42. Q: Who are the two senators from California?
A: ______________________________

43. Q: Who is the representative in Congress from your district?
A: ______________________________

Parenting Curriculum for Language Minority Parents

Teacher's Activities Guide

HOSPITAL
Ambulance
BANK
FIRE STATION
Public Library
MARKET
SALE
Fresh Produce
SCHOOL
SCHOOL BUS

Sacramento-Stockton Family English Literacy Project
Cross Cultural Resource Center • California State University, Sacramento

PARENTING CURRICULUM
FOR LANGUAGE MINORITY PARENTS

TEACHER'S ACTIVITIES GUIDE

Written and Compiled by
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Cross Cultural Resource Center
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PREFACE

One of the most demanding and challenging jobs in today's society is that of being a parent. The task becomes even more difficult for language minority parents faced with adjusting to a new culture and language at the same time they are trying to provide stability for their children. To meet these demands, parents can benefit from parent education which addresses their need for learning a new language, as well as the need for raising their children in a new society.

In 1985 the United States Department of Education, Office of Bilingual Education and Minority Languages Affairs, began to fund ESEA Title VII Family English Literacy Projects (FELP). The Cross Cultural Resource Center, California State University, Sacramento, was the recipient of one of these grants in 1986. During the implementation of this project, it became obvious that the parents needed material that would fit their needs in both English and parenting. It was at this time that this text began to be developed.

This book addresses the special linguistic and sociocultural situations in which language minority parents need to function. Using the book for teaching both English and parenting skills provides parents with the real language they need in their everyday job of parenting. This text is designed to make their job a little easier and more rewarding.

ACKNOWLEDGEMENTS

The Cross Cultural Resource Center wishes to recognize the many individuals who have assisted with the development of this text. The illustrator, Paul Lee, spent many hours creating the visuals and bringing the units to life. Gary Ensign is responsible for the design and typesetting of the final draft. He and Paul worked tirelessly and meticulously to design a format and illustrations that would complement the content of the book. The manuscript for the Teacher's Activities Guide was typed by Elvia Nava, Katy Garcia, Dorcas Lew, and Terri Wheeler. Their dedication and responsiveness were critical in the completion of the book.

The development of the text came about as the result of the instruction of parenting skills during the 1986-87 and 1987-88 academic years. The content of the text was field tested during that time by the bilingual facilitators of the Sacramento-Stockton Family English Literacy Project (FELP). They included Teresa Chew, Carmen Jauregui, Cheav Ly Kea, Somchit Koy, Yue Kue, May Mao Lee, Gloria Lira, Chanpheng Norasith, Yolanda Saenz, Anna Sithiphone, Judy Thungc, and Mua Vang. All provided invaluable insights into the various cultures they represent and helped to test the materials for any cultural biases that may have been contained in the original lessons. Much has changed as a result of their careful editing.

Recognition is also due the ESL instructors who field tested the lessons in ESL. Paul Del Rio, Lillian Fong, Nancy Shephard, and Mark Waite, worked with the original units on **Nutrition, Health,** and **Safety.** Their suggestions on coordinating the ESL and parenting components were extremely helpful in developing a format for the text. Doug Fannin and Joe McGuire provided valuable feedback on the first edition, and Judith Carpenter worked many hours to revise the unit on **Safety** for the latest edition.

Rene Merino, director of the Cross Cultural Resource Center has given the FELP staff the flexibility and freedom to be creative with the project. His trust and support have contributed to the development of the text as well as the success of the entire project.

Many different books and materials were used to develop the text. Since the titles are too numerous to mention here, a reference section has been included at the end of Part II of this guide. Two references, however, English as a Second Language Resource Manual and Cultural Orientation Resource Manual, developed by the Center for Applied Linguistics (1983), were used extensively for ideas and materials in the Teacher's Activities Guide. These manuals offer many interesting techniques and excellent content for classes in ESL and cultural orientation for language minority adults.

Finally, special gratitude is extended to Mary Mahony and Cindy Ryan, Office of Bilingual Education and Minority Languages Affairs, the United States Department of Education, for their guidance and support during the implementation and development of the Sacramento-Stockton Family English Literacy Project.

INTRODUCTION

Parenting Curriculum for Language Minority Parents is designed for parents who are learning English as a second language and parenting skills in the Sacramento-Stockton Family English Literacy Project. The book, developed for both literate and non-literate adults, serves three different purposes. First, it is a visual aid for the classroom since pictures are used to introduce English in various situations relevant to parents. These visuals form a point of reference for parents, especially those who are not literate, to receive necessary information for understanding or speaking English.

Second, the book is the parents' own record for the parenting class, which they can use between class meetings for further practice. Individual practice can be done in a variety of ways. If participants have access to tape recorders, lessons can be taped for further listening and speaking practice at home. For the sections on "Vocabulary", "Useful Expressions" and "Practice", parents who are literate can practice the words, expressions, and readings along with a tape or on their own. Parents who are non-literate can have family or friends who are literate help them with the words and expressions in the book. Forms and other printed material contained in the text can be studied and discussed with family and friends so parents can understand documents used by the schools and in other areas of their daily lives.

It should be noted that vocabulary, expressions, and practice exercises are included in the book to reinforce spoken language and are not intended to be used for initial literacy practice. Such literacy instruction should be done with the use of materials designed expressly for that purpose. A section on literacy strategies has been included in Part II of this guide. It should be reviewed and used with pre-literate and beginning literacy students.

Finally, the text provides a guide for the teacher to use for further work in the parents' primary languages. This will help parents to fully understand and discuss problems and concerns they have in the various areas covered in the parenting component. Ideas for primary language instruction are included in individual lesson plans, Part I of this guide.

The lessons in the text have been coordinated with the series, **English for Adult Competency** by A. Keltner, L. Howard, and F. Lee (Prentice-Hall, 1983). This series along with **A New Start: Literacy Workbook I and II** by L. Mrowicki and P. Furnborough (Heinemann Educational Books, 1982) and several resource texts form the curriculum for the ESL component in the Sacramento-Stockton Family English Literacy Project.

TO THE TEACHER

This Teacher's Activities Guide is designed to be used with Parenting Curriculum for Language Minority Parents developed by the Sacramento-Stockton Family English Literacy Project (FELP). It is divided into two parts. Part I includes lesson plans for individual lessons contained in Parenting Curriculum for Language Minority Parents. The lessons are intended to be basic suggestions which teachers can use as necessary. Activities should be adapted to fit the levels and needs of class participants. Part II is devoted to ESL teaching strategies, including sections on general techniques, literacy approaches, games, songs, visual aids and classroom materials.

Each Activities Guide is written on one topic, indicated in the upper right-hand corner of each lesson plan. The lesson plan is divided into four sections: OBJECTIVES, MATERIALS, ACTIVITIES, and EVALUATION. The activities can be done in either English (designated by E) or the primary language (designated by PL). It will usually take longer than one class period to complete all activities within a section. Activities are centered around visuals, vocabulary, and expressions found in Parenting Curriculum for Language Minority Parents. Teaching strategies outlined in Part II will assist in presenting the ESL activities. For most reading selections, blanks have been substituted for names. This has been done so that the class can select names familiar to them and write them in the blanks. The selection of the name should take place before the activities for each reading selection are begun.

There is no set methodology for presenting primary language activities. A variety of methods can be used including role plays, small group discussions, lecture/discussion, and to compare and contrast native culture customs with those in the United States. Active participation will help students to learn in both English and the primary language.

Parenting Curriculum for Language Minority Parents is intended to be used in conjunction with a textbook on ESL. The following page illustrates how the units from the text can be coordinated with chapters from an ESL text. Although a specific title has been used, any good ESL book would be appropriate. The success of the program for language minority parents depends in part on effective coordination of ESL and parenting skills instruction.

COORDINATION
OF
ENGLISH FOR ADULT COMPETENCY AND PARENTING SKILLS CURRICULUM

Chapter 1:	Identification and Communication **(ESL)**
Unit A:	Education **(Parenting)**
Chapter 2:	Food and Money **(ESL)**
Unit C:	Nutrition **(Parenting)**
Chapter 3:	Health and Emergencies **(ESL)**
Unit E:	Health **(Parenting)**
Chapter 4:	Transportation/Following Directions **(ESL)**
Unit F:	Safety **(Parenting)**
Chapter 5:	Housing **(ESL)**
Unit B:	Parenting **(Parenting)**
Chapter 6:	Clothing **(ESL)**
Unit B:	Parenting **(Parenting)**
Chapter 7:	Occupations/Jobs **(ESL)**
Unit G:	Citizenship **(Parenting)**
Chapter 8:	Banking and Postal Services **(ESL)**
Unit D:	Math **(Parenting)**
Chapter 9:	Review **(ESL and Parenting)**

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PART I:

INDIVIDUAL LESSON PLANS FOR PARENTING CURRICULUM

UNIT A : EDUCATION

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PARENTING SKILLS CURRICULUM
Activities Guide

Unit: Education **Topic:** School Organization

I. OBJECTIVES:

Parents will:

(1) describe school organization;
(2) tell locations (addresses) of their children's schools;
(3) give grade levels and names of children's schools;
(4) identify bus stop locations for children;
(5) describe how children are transported to school.

II. MATERIALS:

(1) Text, pp. A-1 to A-5
(2) flash cards on: ordinal numerals (1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th)
preschool, kindergarten, elementary school,
middle school, high school
(3) blank flashcards or chalkboard on which to write specific names of schools

III. ACTIVITIES:

* E = English PL = Primary Language

(1) E or PL - Ask parents which of their children attend school, name of school and location. Write school names for parents to practice individually or in small groups. Be sure parents are practicing names of their children's schools.

(2) E - Review ordinal numerals using flash cards (1st through 12th). Follow procedure for repetition drill in "General Techniques" section, p. 95. The number of ordinal numerals covered will depend on English level. Practice other vocabulary on pp. A-1 and A-2.

(3) E or PL - Use chart in text on p. A-3 to discuss schools and corresponding grade levels. Ask parents to match grades with school level. This should be done with a duplicate school organization chart on tagboard or chalkboard WITHOUT ordinal numbers. Pass out ordinal numerals and ask individuals (or groups) to match ordinal numerals with classes on chart. Do the same with school levels (preschool, kindergarten, elementary school, middle school, and high school). Use the "Useful Expressions" section on pp. A-4 to practice English.

(4) E or PL - Ask parents to tell school level (preschool, kindergarten, elementary, middle, or high school) and grade level (1st, 2nd, 3rd) for their children.

(5) E - Have parents complete chart on p. A-5 in text.

(6) PL or E - Discuss transportation to and from school. If children take a bus, ask parents bus stop location.

(7) PL - Compare/contrast school organization in this country and parents' native countries.

IV. EVALUATION:

(1) Review ordinal numerals and sight words, using chart in text on p. A-1 and flash cards.

(2) Review in PL various grades and corresponding school levels.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Education **Topic:** Registration

I. OBJECTIVES:

Parents will:

(1) practice procedure for registering children in school;
(2) become familiar with registration forms;
(3) discuss registration forms;
(4) complete registration forms when possible (for literate parents).

II. MATERIALS:

(1) Text, pp. A-6 to A-17
(2) forms from schools (or use those in text pp. A-14, A-15, A-16, and A-17)

III. ACTIVITIES:

(1) PL - Introduce section with discussion on how to register children in school in the U.S. (Use visuals on p. A-6.)
(2) E - Use "Operations" procedure on p. 93 in "General Techniques" section. Use following sentences:
    (1) Go to school with your child.
    (2) Take your child's birth certificate.
    (3) Take your child's shot record.
    (4) Take your child's physical examination report.
    (5) Take your house address.
    (6) Take your telephone number.
    (7) Go to the principal's office.
    (8) Register your child in school.

* Have parents follow visuals on p. A-6 as you read. Then have parents act out sequence following "Operations" procedure on p. 93, "General Techniques" section.

(3) E - Practice vocabulary on pp. A-7 - A-8 with flash cards.

(4) E - Practice expressions (pp. A-9 to A-10) using one of dialogue procedures on pp. 98-101 in "General Techniques" section. (Practice only 2 or 3 expressions.)

(5) PL - Go over forms and explain purpose of each one.

(6) PL - Divide into small groups and complete forms. (Complete only those forms parents are able to do.) When working in groups, divide parents so that more advanced students are working with beginning students, or literate students are working with pre-literate students.

(7) PL/E - Acquire from school or ask parents to bring field trip forms. Go over, explain, and practice completing copies.

IV. **EVALUATION:**

(1) Complete forms.

(2) Have parents review in PL process for registration.

(3) Compare/contrast registration procedures in the U.S. and parents' native countries.

(4) Do reading on p. A-11 according to reading procedure on pp. 102 and 103, "General Techniques" section. Ask comprehension questions.

(5) Do practice on pp. A-12 and A-13.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Education **Topic:** At School

I. OBJECTIVES:

Parents will:

(1) recognize the physical layout of a school;

(2) sight read various room numbers (Room 1, 2, etc.) cafeteria, library, principal, office, nurse, auditorium, gym;

(3) practice "Useful Expressions" in role plays.

II. MATERIALS:

(1) Text, pp. A-18 to A-23

(2) flash cards with above vocabulary

(3) building where classes are held

III. ACTIVITIES:

(1) PL - Discuss the design of most schools and rooms one will find in the facility. (Use the visual on p. A-18.) Discuss what each room is used for. (Example: cafeteria - eating)

(2) E - Practice sight words with flash cards. Use vocabulary from pp. A-19 and A-20. Walk around building and have parents identify specific rooms, based on signs and sight word practiced.

(3) E - Using one of the dialogue procedures in the "General Techniques" section (pp. 98-101), have parents practice asking the location of various rooms.

(4) E - Have parents role play going to school and asking for specific rooms, teachers, principal. Use "Useful Expressions" on p. A-21 as a guide.

(5) PL - Have parents discuss differences in physical facilities of schools in U.S. and native countries.

(6) Do reading on p. A-23 using visuals on pp. A-22 and A-23. Follow reading procedure on pp. 102 and 103 of "General Techniques" section.

IV. EVALUATION:

(1) Check parents as you ask them to go to different rooms in building.

(2) Observe role plays.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Education **Topic:** Parent Teacher Communication

I. OBJECTIVES:

Parents will:

(1) practice procedure for going to children's schools;

(2) roleplay meeting with the teacher;

(3) write an absence note;

(4) discuss expectations of schools and teachers;

(5) compare/contrast parent-teacher relations in the U.S. and native countries.

II. MATERIALS:

(1) Text, pp. A-24 to A-30

(2) flash cards with vocabulary: absent, appointment, Dear, Sincerely, doctor

(3) letters/notes from schools

III. ACTIVITIES:

(1) PL - Discuss the importance of parents going to children's schools and communicating with teachers. Make the following points:

When attending a parent-teacher conference keep the following things in mind.

(1) Discuss with your husband/wife what you want to discuss with the teacher. Both parents should try to attend the conference.

(2) Have several questions in mind before you go to the conference. Here are some:

In what subjects is my child good?
In what subjects does my child need to improve?
Does my child need bilingual instruction? Is there such a program available in the school?
How can I help my child at home?

(3) Make an appointment with your child's teacher.

(4) Ask for an interpreter if you are not comfortable with your English.

(5) Arrive on time for your appointment. Call if you are going to be late. Make another appointment, if necessary.

(6) Tell the teacher anything that might help your child at school.

(7) When you return home, discuss with your child the conference and tell him/her something good the teacher said about him/her.

(8) Continue to visit your child's teacher throughout the year. This is very important for your child's success in school.

(2) E - Do "Operations" procedure from p. 93, ("General Techniques" section) using the following sentences and the visuals on p. A-24:

(1) Go to school with your husband (wife).
(2) Go to the office.
(3) Ask for your child's teacher.
(4) Go to the teacher's classroom.
(5) Introduce yourself to the teacher.
(6) Ask about your child.
(7) Talk with the teacher.

(3) E - Practice "Useful Expressions" p. A-27 using procedure for dialogue on pp. 98-101, "General Techniques" section.

(4) E - Roleplay going to school and meeting children's teachers. Ask parents to bring letters or notes from school for class discussion.

(5) E - Practice vocabulary with flash cards. Use vocabulary from pp. A-25 and A-26.

(6) E - Do the two readings on pp. A-28 and A-29 according to the reading procedure on pp. 102 and 103 in "General Techniques" section.

(7) PL/E - Show parents a letter on school stationery. Discuss who reads/translates letter for them. Talk about kinds of letters sent home.

(8) PL/E - Remind parents of their responsibilities for writing absence notes.

(9) PL/E - Practice writing absence notes from forms on p. A-30. (Parents may also roleplay calling the school and reporting their child is sick.)

(10) PL - Compare/contrast parent-teacher relations in U. S. and native countries.

(11) PL - Discuss parents' expectations of schools/teachers.

IV. **EVALUATION:**

(1) Review in PL procedure for going to school and responsibility for getting children's absences excused.

(2) Ask parents to make an appointment to visit their children's schools. Report back. Encourage parents to volunteer 1 day a week at their children's schools.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Education **Topic:** Visiting Your Child's School: Guidelines for Parents

I. **OBJECTIVES:**

Parents will explain 2-3 things to look for when visiting their children's schools.

II. **MATERIALS:**

Text, pp. A-31 - A-34

III. **ACTIVITIES:**

(1) PL - Discuss with parents, using visuals on pp. A-31 and A-32, each of the 9 points made. The 9 points are written for those parents who are literate. For non-literate parents, read each item as parents look at visual.

(2) E - Go over vocabulary, pp. A-33 and A-34. Practice with flash cards and repetition drills.

(3) PL - Discuss bilingual education and related programs and the benefits of bilingual instruction.

IV. **EVALUATION:**

Have parents list orally 2 - 3 things to look for at their children's schools.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Education **Topic:** Student Evaluation: Report Cards

I. OBJECTIVES:

Parents will:

(1) identify report cards;
(2) identify grades A, B, C, D, F and meaning of each one;
(3) discuss importance of report cards;
(4) list orally 3 - 4 subjects their children are studying;
(5) read sight vocabulary related to grades and subjects;
(6) compare/contrast grading systems in U.S. and native countries.

II. MATERIALS:

(1) Text, pp. A-35 to A-44
(2) flash cards with excellent, good, satisfactory, reading, math, language arts, spelling, English, A, B, C, D, F
(3) report cards from school

III. ACTIVITIES:

(1) PL - Using visuals on p. A-35, discuss the frequency with which report cards are given (quarterly) and grades on cards. Discuss differences in elementary and high school report cards.
(2) E - Practice sight words from flash cards, and pp. A-36 to A-39.
(3) E - Practice "Useful Expressions", p. A-40, using repetition drill from p. 95 from "General Techniques" section.
(4) PL - Go over high school report card on p. A-41, elementary report card on p. A-42, and kindergarten report card on p. A-43. (If parents are not literate, you may want to spend only a little time on this activity).
(5) PL - Compare/contrast grading systems in U.S. and native countries.
(6) E - Do reading and cloze exercise on p. A-44.

IV. EVALUATION:

(1) Have parents list (orally) 3 subjects their children are studying in school.
(2) Have parents tell what A, B, C, D, F mean.

UNIT B : PARENTING

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Family	11
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Helpful Hints for Parents	17
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Using the Public Library	21
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PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Parenting **Topic:** Family

I. OBJECTIVES:

Parents will:

(1) list orally 4 family relations;

(2) sight read son, daughter, husband, wife, mother, father, brother, sister, family;

(3) use expressions in English to introduce family members.

II. MATERIALS:

(1) Text, Unit B, pp. B-1 to B-6

(2) flash cards with above sight vocabulary

(3) pictures of family members

III. ACTIVITIES:

(1) PL - Discuss family: importance of family, extended family vs. nuclear family, using visuals on p. B-1 and B-2.

(2) E - Practice vocabulary from B-3 using flashcards. (Limit to 5 or 6 words if students are beginning literacy.)

(3) E - Practice expressions on p. B-4 using substitution drill technique in "General Techniques" section p. 96.

(4) E - Roleplay using expressions.

(5) E - Ask students to work in pairs, reading p. B-5 and answering questions according to pictures. Go over in large group.

(6) E - Use reading technique in "General Techniques" section, pp. 102-103 to practice reading on B-6. Have parents work in pairs, pairing high-level English speaker with lower-level English speaker, to read the story, read the questions, and answer.

* NOTE: On readings, ask participants to select and write in names on the blank lines in the reading selections. They can use names that are common in their cultures to make the reading more relevant.

IV. EVALUATION:

(1) Review why family is important.

(2) Ask parents to bring photographs of family for next class.

PARENTING SKILLS CURRICULUM
Activities Guide

Unit: Parenting **Topic:** Family

I. OBJECTIVES:

Parents will tell how may children, sons, daughters, sisters, brothers they have.

II. MATERIALS:

(1) Text, B-7
(2) flashcards
(3) photos of parents' families

III. ACTIVITIES:

(1) E - Review sight words from previous lesson.
(2) PL/E - Show picture of family and discuss relationships.
(3) E - Ask to see photographs of each parent's family.
(4) E - Ask for names of family members, as parents describe families.
(5) E - Have parents tell the number of children, sons, daughters, sisters, brothers in family.
(6) E - List 4 of the parents' names on the chalkboard. Following the format on p. B-7, ask 1 parent to provide information on number of children, sons, daughters, sisters, brothers she has.
(7) E - Have individuals continue asking and answering questions of other 3 parents and writing information on p. B-7.
(8) E - After interviewing the four parents, divide parents into groups of 3 and have them interview each other completing information on B-7.

IV. EVALUATION:

(1) Ask parents to study p. B-2 for next class.
(2) Check p. B-7.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Parenting **Topic:** Family

I. OBJECTIVES:

Parents will design family tree.

II. MATERIALS:

(1) Text, B-8
(2) flash cards
(3) butcher paper
(4) felt tip pens

III. ACTIVITIES:

(1) E - Review "Family" vocabulary with flash cards.
(2) E - Review families by having parents share photos. Anyone who forgot photos or could not share in last class should be encouraged to share.
(3) E - Review p. B-2, asking parents questions about their family trees.
(4) PL/E - Draw a family tree of teacher or facilitator, using butcher paper and felt pens.
(5) E - Have parents draw their own trees on p. B-8.
(6) E - Divide parents into dyads or small groups to help each other with labeling.

IV. EVALUATION:

(1) Ask parents to tell what their favorite activity was for this topic ("Family").
(2) Review sight words.
(3) Practice writing sight words.
(4) Write Language Experience story on families for class assignments.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Parenting **Topic:** Sharing Feelings

I. OBJECTIVES:

Parents will:

(1) draw picture and share emotion expressed in picture;

(2) list emotions;

(3) discuss how these emotions parallel those of their children;

(4) discuss feelings on issues of being parent of language minority child.

II. MATERIALS:

(1) Text, pp. B-9 to B-13.

(2) paper and felt pens for drawing

III. ACTIVITIES:

(1) PL - Show pictures you have drawn of yourself expressing some feeling that caused you to be uncomfortable. Explain to parents what the emotion is and how you have experienced it several times, giving examples.

(2) PL - Ask parents to draw picture of themselves expressing an emotion.

(3) PL - Ask volunteers to share pictures.

(4) PL - Have parents list various feelings and what might cause them.

(5) E - Practice vocabulary on p. B-9 and B-10, using flash cards of facial expressions.

(6) E - Practice expressions on p. B-11.

(7) E - Have parents practice asking and answering "How do you feel?" "I feel ______."

(8) E - Practice reading and answering questions on p. B-12.

(9) E - Complete p. B-12 in pairs or individually.

IV. EVALUATION:

Use p. B-13 as evaluation:

(1) Divide class into small groups. Have them write their group members' names in the blanks on p. B-13. Make a check mark under how each feels.

(2) E - Asks parents to write or dictate something for the last half of p. B-13. The teacher or facilitator can help with dictation, or you can assign for homework and let family work on it together.

PARENTING SKILLS CURRICULUM
Activities Guide

Unit: Parenting **Topic:** Developmental Stages

I. **OBJECTIVES:**

Parents will:

(1) list four stages of development;

(2) explain 1 characteristic of each stage.

II. **MATERIALS:**

(1) Text, pp. B-14 to B-17

III. **ACTIVITIES:**

(1) PL/E - Discuss 4 stages of development on p. B-14.

(2) E - Practice saying words for different stages, p. B-15.

(3) PL/E - Discuss ages for each stage, p. B-16.

(4) PL/E - Discuss characteristics for each stage. Elicit from parents who have children of different ages.

(5) PL/E - Ask parents to share own experiences on how their children developed (walk, talk, etc.).

(6) PL/E - Make a graph of ages participants' children learned to walk, talk, write.

IV. **EVALUATION:**

(1) Observation of 5 & 6 in Activities (above).

(2) Reading on p. B-17. Follow procedure for reading on pp. 102 and 103 of the "General Techniques" section.

(3) Use the "Songs" section on pp. 121, 122, and 123 to teach parents some songs they can teach their children.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Parenting **Topic:** Helpful Hints for Parents

I. OBJECTIVES:

Parents will list tips that will help their children do well in school.

II. MATERIALS:

(1) Text, pp. B-18 to B-23

(2) flash cards: principal, teacher, schedule, breakfast, daily, weekly, monthly

(3) video for Spanish class: "Los Padres Son Maestros"

III. ACTIVITIES:

(1) E and PL - Go over tips for parents on pp. B-18 to B-21, reading each one as parents listen. Clarify in primary language.

(2) E - Practice vocabulary (p. B-22) with flash cards. (See above words)

(3) E - Practice "Useful Expressions" using one of the dialogue techniques from the "General Techniques" section, pp. 98 - 101.

(4) Show video (Spanish) and discuss.

IV. EVALUATION:

(1) Ask parents to tell you in PL 3 tips for helping children.

(2) Ask comprehension questions/discuss video. (Spanish-speaking class).

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Parenting **Topic:** Working With Schedules

I. OBJECTIVES:

Parents will discuss problems in helping with school work.

II. MATERIALS:

(1) Text, pp. B-24 - B-27
(2) school supplies (pencil, book, eraser, ruler, compass)

III. ACTIVITIES:

(1) PL - Look at p. B-24 in text. Discuss daily schedules of parents and children.
(2) PL - Ask parents to choose a time they can work together with children on homework.
(3) PL - Discuss importance of working with children at home.
(4) PL - Ask parents to share problems/concerns of working with children.
(5) E - Practice vocabulary p. B-25 and B-26, using repetition drill, p. 95 in "General Techniques" section.
(6) E - Practice "Useful Expressions" on B-27, using repetition drill, p. 95.
(7) E - Roleplay going to school, asking questions from B-27.
(8) E - Ask parents to bring the school calendars and bus schedules for their children. Practice reading, asking, answering question.
(9) PL/E - Discuss who parents should contact regarding problems with bus.

IV. EVALUATION:

(1) Observe parents during discussions.
(2) Dictate some sight words from previous lessons.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Parenting **Topic:** Working With Schedules

I. OBJECTIVES:

Parents will: (1) give dates;

(2) prepare monthly and weekly schedule.

II. MATERIALS:

(1) Text, pp. B-28 and B-29

(2) calendars

(3) countable objects

(4) flash cards with:

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

III. ACTIVITIES:

(1) Review numbers by counting:

1 - 10
11 - 20
tens (10, 20, 30, etc.)
double digits (27,31,15).

(2) Practice days and months with flash cards and calendar. (Say month, parents repeat, point to month, parents say it). Ask "What month is it?" "What day is it?"

(3) Review ordinal numerals by having parents stand in line, asking for floors in building. Explain these numbers (ordinal) are used for dates.

(4) Point to dates on calendar month. Say them in order (1st, 2nd, 3rd, 4th, etc.) as you point.

(5) Model 2 - 3 times.

(6) Parents repeat.

(7) Point to date. Have parents say it.

(8) Using calendar, ask:

"What day is September 10th?"
July 6th?"
May 3rd?"
etc.

"What is the date next Sunday?"
Monday?"
Thursday?"
etc.

IV. EVALUATION:

(1) E- Review with calendar. Complete schedules on pp. B-28 and B-29.

(2) PL - Ask parents to set aside a time for the family to work together on school assignments. This should be the same time everyday. Report back to class time selected and how it is working.

(3) PL - Discuss: Discipline and Schedules.

  a. Discipline should be fair, timely, firm, and consistent.

  b. Use positive reinforcement for good behavior. Example, "If you do your homework, you can watch TV." "If you get up on time in the morning, you can stay up until 9:00 tonight."

  c. Do the following for behaviors you do not want: "If you choose to stay out too late, then tomorrow you stay inside and don't go out to play." "If you do not get up on time, tonight you go to bed early."

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Parenting **Topic:** Using the Public Library

I. **OBJECTIVES:**

Parents will:

(1) discuss the importance of the library;

(2) roleplay taking children to library.

II. **MATERIALS:**

Text, pp. B-30 to B-32

library books

paper

pencils

III. **ACTIVITIES:**

(1) PL/E - Using visuals on p. B-30, discuss what library has to offer to parents and their children a) listening to stories, music; b) story time; c) books to checkout and take home.

(2) PL/E - Go over points on "Helping Your Children Read," next page, explaining importance of reading and how reading is basis for all school work.

(3) E - Go over vocabulary on p. B-31, using flash cards, real objects pictures from text.

(4) E - Go over and practice "Useful Expressions" on p. B-32.

(5) PL/E - Roleplay: (a) finding the nearest public library; (b) taking children to the library; (c) helping children find books.

IV. **EVALUATION:**

(1) Parents explain opportunities available at the library.

(2) Observe parents in role plays.

(3) Have parents dictate a folktale from their culture and make books they can take home to read to their children.

TIPS ON HELPING YOUR CHILD WITH READING

1. Read or tell stories to your children as they look at the book.
2. Take your children to the library once a week.
3. Ask your children to read to you.
4. Ask children to draw pictures of stories you have told or read.
5. Talk to children about what they have read.
6. Ask children to read a recipe and measure ingredients while you cook together. (This helps with reading and math.)
7. Take an interest in your children's reading progress. Express this interest to your children.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Parenting **Topic:** Getting A Library Card

I. **OBJECTIVES:**

Parents will:

(1) discuss procedures for obtaining a library card;

(2) practice getting a library card;

(3) discuss responsibility and care for borrowed books.

II. **MATERIALS:**

(1) Text, pp. B-33 - B-39

(2) library card samples from local library

(3) library card application samples for parents to complete

III. **ACTIVITIES:**

(1) PL/E - Total Physical Response Activity (see p. 117 in "Literacy Approaches, Techniques and Activities" section), using pp. B-33 to B-34. Read pp. B-33 and B-34 as parents listen.

(2) PL/E - Discuss what parents need to get library card: identification like driver's license or business envelope with address.

(3) PL/E - Look at application and discuss information on p. B-35. Complete.

(4) PL/E - Go over vocabulary on pp. B-36 and B-37 and practice.

(5) E - Practice expressions on p. B-38.

(6) E - Roleplay getting a library card.

(7) PL/E - Prepare parents for visit to library. (getting card, checking out books, returning books)

(8) E - Do reading on p. B-39, following reading procedure on p. 102 and 103.

IV. **EVALUATION:**

(1) Have parents explain in small groups how to get a card, check out a book, return books.

(2) Take a field trip to library and ask parents to complete an application form.

UNIT C : NUTRITION

Topic	Page
Food Groups and Common Foods in the United States	24
Make Wise Food Choices	26

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Nutrition **Topic:** Food Groups and Common Food in the U.S.

I. **OBJECTIVES:**

Parents will:

1) describe three general food groups for good nutrition for children and adults;
2) sight read some common foods;
3) use some common expressions related to nutrition needs.

II. **MATERIALS:**

(1) Text, pp. C-1 to C-17
(2) poster of food groups; oranges, bananas, celery, carrots, cookies, candy; film strip on food groups (optional); pictures on meat, vegetables, fruits, daily produce; chalk, chalkboard, paper markers

III. **ACTIVITIES:**

(1) PL - Offering a snack with fruits and sweets, let students choose and discuss their choices.
(2) PL - Small group - discuss the daily menu in parents' native countries and share with the group.
(3) E/PL - Using visuals on p. C-1, go over each food category: (1) Bodybuilding (strong teeth, blood, bones, muscle); (2) Protective (helps protect from illness); (3) Energy (gives energy for daily activities). Discuss how all 3 groups should be included in meals for healthy diet.
(4) E - Practice vocabulary on pp. C-2 to C-12 in a variety of ways (flash cards, bingo, concentration, role plays).
(5) E - Practice "Useful Expressions", p. C-13, using one of dialogue procedures in "General Techniques" section, pp. 98 - 101.
(6) Do reading practice p. C-14, using reading procedures from "General Techniques" section, pp. 102 - 103.

IV. EVALUATION:

(1) Ask students to bring some food item pictures from home (cut out from newspaper advertisement) and make a nutrition booklet to share with class next time.

(2) Do pp. C-15 and C-16 as writing activity.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Nutrition **Topic:** Make Wise Food Choices

I. OBJECTIVES:

Parents will:

(1) distinguish between healthy and nonessential food;

(2) practice a nutritious snack recipe;

(3) practice some common measurements for cooking;

(4) read lunch menu from children's schools

II. MATERIALS:

(1) Text, pp. C-17 - C-22

(2) groceries for making snack on p. C-19: crackers, peanut butter, raisins, and knives (for spreading peanut butter)

(3) other nutritious snack foods, e.g., vegetables, cottage cheese, fruit, fruit juice

III. ACTIVITIES:

(1) E - Review foods from text and those you have brought to class.

(2) PL/E - Go over p. C-17 and discuss nutritious vs nonessential foods.

(3) PL/E - Ask parents to give examples of nutritious foods; of nonessential food.

(4) E - Complete p. C-18 as class activity - individually or in pairs, asking parents to circle the nonessential foods.

(5) E - Do same with p. C-19.

(6) E - Make peanut butter faces as described on p. C-19. (Be sure teacher, facilitator, and class participants wash their hands before starting.)

(7) PL/E - Make other snacks you have selected as appropriate for your ethnic group.

(8) PL/E - Ask parents to bring children's lunch menus from schools. Practice reading/discussing them.

IV. EVALUATION:

(1) Go over applesauce recipe on p. C-20. Discuss why it is good for children. Ask comprehension questions. If you have a stove or burner, you can prepare the recipe in class.

(2) Do pp. C-21 and C-22 on common measurements. Check after they are completed.

UNIT D: MATH

Topic	**Page**
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Helping your Child with Math	34

PARENTING SKILLS CURRICULUM
Activities Guide

Unit: Math **Topic:** Cardinal Numbers

I. **OBJECTIVES:**

Parents will recognize, read, and write numbers from 1 to 500. (1,000,000 advanced level).

II. **MATERIALS:**

(1) Text, pp. D-1 to D-7
(2) flash cards with numbers
(3) handout with numbers for tracing (literacy)

III. **ACTIVITIES:**

(1) E - Present numbers 0 to 10, using visuals on p. D-1 , flash cards and chalkboard.
(2) E - Literacy parents trace numbers on prepared handout.
(3) E - Play number bingo.
(4) E - Parents cut up own flash cards and write numbers. Teacher says number, parents hold up card.
(5) E - Use same procedure for 11 - 20, 10 - 100, 100 - 1,000.
(6) E - Practice "Useful Expressions", p. D-3 using one of dialogue procedures in "General Techniques" Section, p. 98-101.
(7) E - Practice number recognition using p. D-4. Use TPR exercise (p. 117) telling students to circle, underline, draw a square around the number, put an x on a number, etc.
(8) E - Practice writing numbers on pp. D-5 and D-6.
(9) E - Practice reading and writing answers to questions on p. D-7.

IV. **EVALUATION:**

(1) Observe when playing bingo and during flash card (Activity #4) practice.
(2) Observe during practice on pp. D-5, D-6, and D-7.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Math **Topic:** Ordinal Numbers

I. OBJECTIVES:

Parents will learn to recognize, read, and write numbers from 1st - 10th.

II. MATERIALS:

(1) Text, pp. D-8 to D-11

III. ACTIVITIES:

(1) E - Introduce concept of order by having parents stand in line. Ask who's first/second/fourth/last/etc.

(2) E - Practice vocabulary from p. D-9 with flash cards (1st, 2nd, 3rd, etc.)

(3) E - Practice writing ordinal numerals on p. D-10. Use flash cards with ordinal numerals written out to show beginning students who need help with spelling.

(4) E - Practice bottom half of p. D-10 in pairs. Have pairs take turns asking and answering questions.

(5) E - Ask individuals to complete p. D-11.

IV. EVALUATION:

(1) Observation of roleplays.

(2) Check p. D-10 and D-11.

PARENTING SKILLS CURRICULUM
Activities Guide

Unit: Math **Topic:** Money

I. **OBJECTIVES:**

Parents will recognize size, names, value of U.S. money.

II. **MATERIALS:**

(1) Text, pp. D-12 to D-17
(2) real money/play money
(3) flash cards with $, ¢

III. **ACTIVITIES:**

(1) E - Introduce dollar and cent symbols on flash cards.
(2) E - Using real money/play money, ask parents to give you specific amounts.
(3) E - Practice vocabulary, p. D-13 using repetition/substitution pp. 95 and 96 in "General Techniques" section.
(4) E - Practice "Useful Expressions", p. D-14, using repetition/substitution drills from pp. 95 and 96 in "General Techniques" section.
(5) E - Do practice on pp. D-15, D-16, and D-17. Follow directions given on each page.
(6) E - Roleplay shopping with customer/cashier. Have cashier make change and customer check to see if it is correct amount.
(7) E - Practice writing $1.00, .50, $3.25 etc., using decimal.

IV. **EVALUATION:**

(1) Check parents as they make change.
(2) Observe writing and placement of decimal point.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Math **Topic:** Addition

I. **OBJECTIVES:**

Parents will recognize and use "+" (plus) and necessary vocabulary for addition.

II. **MATERIALS:**

(1) Text, pp. D-18 to D-19
(2) chalkboard

III. **ACTIVITIES:**

(1) PL/E - Introduce: add, plus, addition, total, equal, are, and.
(2) E - Write some addition problems on board. Say them - have class repeat. Ask individuals to read some of problems individually.
(3) Have students read/complete problems on p. D-19.

IV. **EVALUATION:**

(1) Check p. D-19.
(2) Check pronunciation/production of vocabulary.

PARENTING SKILLS CURRICULUM
Activities Guide

Unit: Math **Topic:** Subtraction

I. OBJECTIVES:

Parents will recognize "-" (minus) symbol and understand necessary vocabulary.

II. MATERIALS:

(1) Text, pp. D-20 and D-21

(2) chalkboard

III. ACTIVITIES:

(1) PL/E - Present "minus" symbol on blackboard and explain meaning.

(2) PL/E - Present/practice following vocabulary: minus or take away, substraction, subtract, equal, is.

(3) E - Present/practice structure "Subtract ___ from ___.

(4) E - Write some subtraction problems on board and model. Have parents repeat in large group, small groups, individually.

(5) E - Ask parents to read problems in large group, small group, individually. Practice with problems from chalkboard.

(6) E - Ask parents to complete problems on p. D-21.

IV. EVALUATION:

(1) Check p. D-21.

(2) Check pronunciation/production of vocabulary.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Math **Topic:** Multiplication

I. **OBJECTIVES:**

Parents will recognize "X" (times) symbol and use necessary vocabulary for multiplication.

II. **MATERIALS:**

(1) Text, pp. D-22 - D-25
(2) chalkboard

III. **ACTIVITIES:**

(1) PL/E - Present/explain times symbol - multiplication concept.
(2) E - Introduce/practice vocabulary multiply by, multiplication.
(3) E - Introduce/practice structure: __ X __ is __.
__ X __ is __.
(4) PL/E - Explain how children in 3rd/4th grades learn times table. It is included as key for parents who want to check children's multiplication.
(5) E - Practice reading problems from board and text.
(6) E - Role play buying multiples of items and have individuals act as cashiers and multiply amounts.

IV. **EVALUATION:**

(1) Check roleplays
(2) Check pp. D-24 and D-25.

PARENTING SKILLS CURRICULUM
Activities Guide

Unit: Math **Topic:** Division

I. OBJECTIVES:

Parents will use " ÷ " (division) symbol and necessary vocabulary.

II. MATERIALS:

(1) Text, pp. D-26 and D-27
(2) chalkboard

III. ACTIVITIES:

(1) PL/E - Introduce/practice: division, divide, divide by, "Divide _____ by _____." "How many times does ____ go into ____.
(2) E - Write problems on board. Practice reading.
(3) E - Practice doing and reading problems on p. D-27 of text.

IV. EVALUATION:

(1) Check p. D-27.
(2) Check oral production of vocabulary

HELPING YOUR CHILDREN IN MATH

Give parents some math activities to try at home. Try some in class.

Beginning

1. Count numbers on a yardstick.
2. Use the clock for counting from 1-12.
3. Use real objects for counting (coins, buttons, beads, blocks, etc.).
4. Use the calendar for the following activities.
    Count to your birthday.
    How many days are in one week?
    Count how many days are left in a month.
    How many months are in a year?
5. Have your child assist in setting the table, (4 knives and 4 forks, etc.)
6. Say a number and have your child count to make a pile of 3, a pile of 6, etc.
7. Using beans, buttons, etc., ask your child to make a pile of 3, a pile of 6, etc.
8. Number 10 paper cups, each with a different number from 1-10. Child must place that number of beans or other objects in the cups.
9. Have your child cut apart an old calendar sheet with the numbers 1-30. Ask your child to arrange the numbers from 1-30 and count them.

Intermediate

1. Make flashcards from cardboard or paper with addition and subtraction on one side and the answers on the back.

2. Play "Shake and Rattle." A number from 0-12 should be placed in each section of an egg carton. Place two beans inside the carton, close the lid and shake. Open carton and the child must add the two numbers on which the beans landed. Play a subtraction game by having the child subtract the smaller number form the larger number.

3. Measure each of the following to the nearest inch:
    - your thumb
    - your shoe
    - your comb
    - your toothbrush
    - the distance around your wrist
    - the distance around your waist
4. Measure each of the following with a yardstick:
    - length of table
    - length of a room

UNIT E : HEALTH

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PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Health **Topic:** Health Problems of Children

I. OBJECTIVES:

Parents will:

(1) identify parts of body;

(2) describe type and location of common aches and pains;

(3) ask to see a doctor;

(4) complete medical history form.

II. MATERIALS:

(1) Text, pp. E-1 to E-10

(2) flash cards with pictures of aches/pains from pp. E-2, E-3, E-4. and E-5.

(3) medical equipment (stethoscope, etc.)

(4) sight word vocabulary flash cards (from pp. E-2 to E-5)

III. ACTIVITIVES:

(1) E - Practice parts of body, using TPR p. 117, Part II - ("Point to your head/stomach, etc.).

(2) E - Parents repeat/practice saying parts of body.

(3) E - Parents look at p. E-1 and practice repeating, reading body parts.

(4) E - Practice Expressions on pp. E-6 to E-8, using dialogue techniques from "General Techniques" section, pp. 98-101.

(5) E - Role play going to the doctor and describing aches/pains.

Roleplays for Health

1. Be sure parents have some basic vocabulary:

arm leg throat fever swollen headache
back foot stomach sore broken toothache

(Do not make vocabulary list too long. Keep it simple.)

2. Begin with doctor or nurse asking:
   What's the matter?
   What's wrong?
   What's the problem?
   (See p. E-6 to E-8 for vocabulary and phrases.)

3. Teacher, facilitator or advanced student can play role of doctor or nurse to keep roleplay going.

4. Some suggestions for roleplays include:
   a. You have a score throat and high fever. Call the teacher/your boss and tell her you cannot come to work today. Tell her what's wrong and when you will return.
   b. Your child has a stomachache. Call his school and tell the secretary he cannot come to school today.
   c. Your baby has a fever and is crying a lot. Call your doctor and ask what to do.
   d. You have a toothache. Call your dentist and ask the secretary if you can see the dentist right away.

5. Follow-up the roleplay with a writing exercise. Use a model like the following on the chalkboard or overhead projector:

I	hurt	my	eye(s)
He	broke	his	arm(s)
She	cut	her	leg(s)
They		their	foot(feet)

Show parents how sentences can be formed by taking one word from each column. Let parents practice reading and writing sentences.

6. Another writing exercise can be taken from the Silent Way technique. Write the following on the chalkboard:

foot I cut she .
her they hurt leg their
he his my broke feet

Using a pointer or yard stick, tap out sentences on the board. Do not let the parents read the sentence until you have tapped out the entire sentence. Do with large group. Have individual students come to the board and tap out sentences for rest of class to read. Finally, tap out sentences for students to write.

(6) PL/E - Complete p. E-9.
(7) E - Do reading exercise on p. E-10, using the reading technique from "General Techniques" section, pp. 102 and 103.
(8) E - For more advanced students, complete p. E-11.

IV. EVALUATION:

(1) Observe role plays and written exercises on pp. E-9, E-10, E-11.
(2) Check as students are doing reading from roleplay activities 5 and 6.

PARENTING SKILLS CURRICULUM
Activities Guide

Unit: Health **Topic:** Forms of Medicine

I. **OBJECTIVES:**

Parents will:

(1) recognize different forms in which medicine comes;
(2) read directions for taking medicine.

II. **MATERIALS:**

(1) Text, pp. E-12 - E-14
(2) real medicine in various forms

III. **ACTIVITIES:**

(1) PL - Introduce various types of medicine by showing containers and discussing.
(2) E - Practice vocabulary, p. E-12.
(3) E - For literate parents, practice reading directions on p. E-13, and explain how many and how often medicine should be taken. Do in PL for nonliterate parents.
(4) PL - Discuss dosage and importance of following exact directions on medication.
(5) E - Complete p. E-14. For beginning literacy students, read the directions, ask the questions, and have them say, then write answers.

IV. **EVALUATION:**

(1) Observation.
(2) Check p. E-14.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Health **Topic:** Taking Your Child's Temperature

I. OBJECTIVES:

Parents will discuss taking temperatures and reading thermometer.

II. MATERIALS:

(1) Text, pp. E-15 to E-18
(2) oral thermometer and digital thermometer
(3) doll/cardboard cutout

III. ACTIVITIES:

(1) PL - Demonstrate with doll how to take underarm temperature and temperature by mouth. Discuss there are 2 different kinds of thermometers. Children up to age 6 should have underarm thermometer, after age 6, by mouth.
(2) PL - Demonstrate how to rinse off, shake down, and insert thermometer. Use p. E-15 for clarification.
(3) E - Shake down thermometer. Have each parent look at and read mercury level of thermometer.
(4) E - Put thermometer in glass with hot water.
(5) E - Have parents describe what is happening to mercury level.
(6) E - Ask parents to read new temperature.
(7) E - Practice vocabulary, p. E-16, using flash cards or pictures in book.
(8) E - Practice "Useful Expressions" on p. E-17, using repetition and substitution drills, pp. 95 and 96 in "General Techniques" section.
(9) E - Practice reading p. E-18, using reading procedure from "General Techniques" section, pp. 102 and 103.
(10) E - Have parents write answers to questions on p.E-18 and write temperatures for each thermometer.

IV. EVALUATION:

(1) Observation of reading thermometer.
(2) Check p. E-18.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Personal Hygiene **Topic:** Dental Care

I. OBJECTIVES:

Parents will demonstrate good dental hygiene and be aware of preventive dental care.

II. MATERIALS:

(1) Text, pp. E-19 to E-27.

(2) toothbrush, toothpaste, dental floss, charts (visuals) from ADA

III. ACTIVITIES:

(1) PL/E - Demonstrate proper procedure for brushing, pp. E-19 and E-20.

(2) PL/E - Demonstrate proper procedure for flossing, pp. E-21 and E-22.

(3) PL - Look at visual on p. E-23. Discuss structure of tooth and importance of good dental care early so children can keep teeth all their lives.

(4) PL - Discuss dental care habits.

(5) PL/E - Review with picture in text on p. E-24.

(6) E - Practice "Useful Expression", E-25, using repetition practice.

(7) E - Roleplay going to dentist, using expressions from p. E-25.

(8) PL/E - Discuss kinds of food good/bad for teeth. (Sodas, candy, gum in excess).

(9) PL/E - Discuss regular 6 month check-ups for children and adults.

(10) Do readings on p. E-26 and E-27, following reading procedure on pp. 102 and 103 in "General Techniques" section.

IV. EVALUATION:

(1) Parents demonstrate through simulation process for brushing/flossing.

(2) Parents describe in PL, using visuals on pp. E-19 - E-22 the two processes.

(3) Encourage parents to make appointments to visit dentist.

(4) Check answers on pp. E-26 and E-27.

UNIT F : SAFETY

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PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Safety **Topic:** Car Seats

I. OBJECTIVES:

Parents will:

(1) identify the three kinds of car seats and tell for what weight each is appropriate;

(2) demonstrate placing child in car seat and fastening the belt properly.

II. MATERIALS:

(1) Text, pp. F-1 to F-4.

(2) child's car seat

(3) doll

III. ACTIVITIES:

(1) PL - Discuss law which states children up to 40 pounds must ride in a car seat. Children over 40 pounds must use a seat belt.

(2) PL/E - Demonstrate how to put doll in car seat.

(3) PL/E - Have parents practice individually as others work in text.

(4) PL/E - Go over p. F-1, reinforcing types of car seats and weights for children.

(5) E - Practice vocabulary on p. F-2, using repetition and reading from book, flash cards.

(6) E - Practice "Useful Expressions, p. F-3, using repetition.

(7) E - Roleplay buying a car seat. Emphasize the weight of child and asking, "Is it crash-tested?"

(8) E - Do reading on p. F-4, following reading procedure on pp. 102 and 103 "General Techniques" section.

IV. EVALUATION:

(1) Observe parents practicing with seat belt.

(2) Ask comprehension questions from reading on p. F-4.

(3) Observe roleplays.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Safety **Topic:** Personal Safety and Emergencies

I. OBJECTIVES:

Parents will:

(1) recognize dangers inside, outside house;

(2) call 9-1-1 emergency number;

(3) report emergency, give address, telephone number, and type of emergency;

(4) be aware of community services from police and fire department.

II. MATERIALS:

(1) Text, p. F-5 to F-10

III. ACTIVITIES:

(1) PL - Go over common dangers outside home (mugging, stealing purse/wallet, pickpocket)

(2) PL - Go over common dangers inside home (burglars, break-ins when no one is at home)

(3) PL - Go over how to prevent these things from happening (travel in pairs, do not carry a lot of money, carry purse on inside, next to buildings, lock doors and windows, do not open doors to strangers, do not leave children alone at home).

(4) E - Practice vocabulary and expressions, pp. F-6 to F-8.

(5) E - Roleplay calling 9-1-1, asking for police, fire truck, ambulance. Give address and phone number. Use p. F-9 as guide.

(6) Review on p. F-9 what to do in case of emergency.

(7) Write important telephone numbers on p. F-10.

IV. EVALUATION:

(1) Observe roleplays.

(2) Check on address, telephone, emergency type (each parent).

(3) Check p. F-10.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Safety **Topic:** Street Crossings

I. OBJECTIVES:

Parents will:

(1) demonstrate safe street-crossing behavior;

(2) discuss other methods of "safe" play.

II. MATERIALS:

(1) pictures of traffic signs and signals

(2) Text, pp. F-11 to F-14

III. ACTIVITIES:

(1) PL/E - Take a short walk around school, identifying intersections. Emphasize this is correct place to cross street.

(2) PL/E - Identify common street signs and signals (STOP, red-yellow-green lights, 4 way stops, 2 way stops.)

(3) PL - Discuss danger of crossing in middle of street.

(4) PL - Parents must caution and train children to cross with sign/signals at intersections.

(5) PL - Remind parents about safe play outside.

(6) E - Practice vocabulary, p. F-12, using flash cards.

(7) E - Go over "Useful Expressions" on p. F-13.

(8) E - Look at each picture on p. F-14. Read and decide if parents should write "Do" or "Don't" under pictures. Literate parents can read and complete individually.

IV. EVALUATION:

(1) Review with parents safe street crossing procedure and how to play safely.

(2) Check p. F-14.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Safety **Topic:** Street Wise

I. OBJECTIVES:

Parents will:

(1) identify and describe dangerous situations for their children when they are outside the home;

(2) describe ways children can protect themselves outside the home.

II. MATERIALS:

Text, pp. F-15 to F-19

III. ACTIVITIES:

(1) PL/E - Discuss how important it is to teach children to protect themselves when they go outside the house.

(2) E - Go over vocabulary on p. F-16.

(3) PL/E - Go over visuals and information on pp. F-17 - F-19.

IV. EVALUATION:

(1) Have parents answer comprehension questions on pp. F-17 to F-19.

(2) Have parents list three things their children can do to protect themselves outside the home.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Safety **Topic:** Poisons

I. OBJECTIVES:

Parents will:

(1) describe details related to poison ingestion;

(2) give necessary information regarding poisoning emergency.

II. MATERIALS:

Text, pp. F-20 to F-23

III. ACTIVITIES:

(1) PL/E - Discuss p. F-20. Where should poisons be kept? What do you have in your house that is poisonous?

(2) E - Practice vocabulary, p. F-21.

(3) E - Practice "Useful Expressions," p. F-22.

(4) E - Practice dialogue on p. F-23, using one of techniques from "General Techniques" pp. 98-101.

(5) E - Answer questions on p. F-23.

(6) PL - Discuss information necessary in case of poisoning.

(7) PL - Caution parents not to induce vomiting in case of poisoning. Call emergency and let them handle it.

IV. EVALUATION:

(1) Check p. F-23.

(2) Ask parents to describe what to do in case of poisoning.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Safety **Topic:** Falls

I. OBJECTIVES:

Parents will:

(1) identify potentially hazardous conditions in their home which might cause falls; and

(2) name ways they can change the dangerous conditions into safe conditions.

II. MATERIALS:

(1) Text, pp. F-24 to F-27

(2) high chair

(3) restraining straps

(4) adult belt

III. ACTIVITIES:

(1) PL- Using visual on F-24, discuss what is wrong and what could be done to avoid the fall. Discuss other hazards and ask parents to check at home: a) restraining belt in high chair b) stairs c) putting child on table to change it's diaper d) crib

(2) PL/E - Show and discuss cheap methods of restraining children in each hazard. Have parents practice.

   a. adult belt to hold child in high chair

   b. a crotch strap braided from cloth or yarn.

   c. sitting or sleeping on floor rather than high beds with no restraint.

(3) E - Go over vocabulary on p. F-25.

(4) PL/E - Do pp. F-26 and F-27. Have parents answer yes or no to each question. Discuss what parents can do to ensure safety in each situation.

IV. EVALUATION:

(1) Check pp. F-26 and F-27.

(2) Observe parents as they practice with high chair.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Safety **Topic:** Electrical Cords And Outlets

I. OBJECTIVES:

Parents will:

(1) recognize dangerous situations involving electrical cords and outlets;

(2) demonstrate how to avoid dangerous situations regarding electrial cords and outlets.

II. MATERIALS:

(1) Text, pp. F-28 to F-31

(2) strong tape for demonstration on how to tape cord high and out of children's reach

(3) safety caps

III. ACTIVITIES:

(1) E - Practice vocabulary on p. F-29.

(2) PL/E - Using p. F-30, discuss potentially hazardous situations:

  a. portable heater cord on floor

  b. cord from blender hanging from counter within child's reach

  c. lamp cord across the floor

  d. TV cord

  e. open outlet within child's reach

(3) PL/E - Discuss and demonstrate how to plug in appliance to high wall outlet, tape cord out of baby's reach.

(4) PL/E - Mime how sticking a metal object in an outlet can shock or electrocute the person.

(5) PL/E - Demonstrate the use of safety caps and discuss their importance. Remind the parents to keep safety caps out of children's reach when they are taken out of the outlet. Safety caps should be replaced as soon as appliance is unplugged.

(6) PL/E - Have parents locate all outlets where safety caps should be used.

(7) PL/E - Have parents identify any other dangerous situations in the classroom.

(8) E - Read p. F-31.

EVALUATION:

(1) Check on vocabulary

(2) Use reading to evaluate understanding of dangerous situations.

(3) Observe classroom activities.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Safety **Topic:** Burns

I. OBJECTIVES:

Parents will:

(1) identify hazardous situations that may cause burns; and

(2) demonstrate the prevention of these hazardous situations.

II. MATERIALS:

(1) Text, p. F-33 to F-35

(2) pot/pan

III. ACTIVITIES:

(1) PL/E - Discuss with parents how children can be burned, using visuals on p. F-33.

(2) PL/E - Demonstrate how to turn pot/pan handles inward to avoid children grabbing them from below.

(3) E - Practice vocabulary on p. F-33.

(4) E - Practice "Useful Expressions" p. F-34, using repetition and asking individuals to read.

(5) Practice reading on p. F-35, using reading procedure on pp. 102 and 103 in "General Techniques" section. Answer questions following reading.

IV. EVALUATION:

(1) Use reading on p. F-35 to evaluate understanding.

(2) Check answers on p. F-35.

PARENTING SKILLS CURRICULUM
Activities Guide

Unit: Safety **Topic:** First-Aid

I. **OBJECTIVES:**

Parents will:

(1) recognize and say in English vocabulary related to first-aid treatment;

(2) use English expressions to ask for items such as gauze, Children's Tylenol, etc.;

(3) demonstrate how to take care of a cut.

II. **MATERIALS:**

(1) Text, pp. F-36 to F-40

(2) band-aids, gauze, tape, soap, scissors, hygrogen peroxide, Children's Tylenol, first-aid kit.

III. **ACTIVITIES:**

(1) PL/E - Go over items in #2 above, pp. F-37 and F-38. Have students pronounce each item.

(2) PL/E - Role play going to pharmacy and asking for above items.

(3) PL/E - Practice using above items, discussing how and why each is used.

(4) E - Practice "Useful Expressions," p. F-39, using repetition/substitution drills on pp. 95 and 96 in "General Techniques" section.

(5) E - Do reading on p. F-40 using reading technique from pp. 102 and 103 in "General Techniques" section.

(6) E - Have parents write answers to questions on p. F-40.

PARENTING CURRICULUM

Activities Guide

Unit: Safety **Topic:** Substance Abuse

I. **OBJECTIVES:**

Parents will:

(1) name at least one bilingual community resource that can help;
(2) list some signs of substance abuse;
(3) discuss some causes of drug and alcohol abuse.

II. **MATERIALS:**

(1) Text, pp. F-41 to F-45
(2) filmstrips (opitonal)
(3) pictures

III. **ACTIVITIES:**

(1) PL - Show filmstrip or pictures on p. F-42 as you introduce some drugs.
(2) PL - Look at visuals on p. F-42. Discuss how drugs are used.
(3) E - Discuss pp. F-43 and F-44.
(4) E - Do reading on p. F-45, using reading procedure from pp. 102 and 103 in "General Techniques" section.
(5) PL - Give parents the name of one community resource that has services in their primary language with address and telephone number. Explain that it is okay to seek help outside the family.

IV. **EVALUATION:**

(1) Check for vocabulary.
(2) Check p. F-45.

PARENTING CURRICULUM

Activities Guide

Unit: Safety **Topic:** Review

The following activity was taken from the Center for Applied Linguistic's Cultural Orientation Manual, Vol. III.(1983) It is an excellent review of health and safety. You can devise your own situations which are appropriate for your class.

I. OBJECTIVE:

Parents will:

(1) describe safe and unsafe or healthy/unhealthy situations;

(2) display knowledge of what is healthy/unhealthy or safe/unsafe.

II. MATERIALS:

(1) newsprint and felt pens

(2) red and green cards for each group

(3) pictures of unsafe or unhealthy situations

III. ACTIVITIES:

(1) Divide learners into groups. Pass out newsprint and felt pens. Tell learners to think of safe or unsafe and healthy and unhealthy situations in the home for children and adults. Ask them to draw pictures of these different situations. Ask each group to show their pictures and explain the situation they have drawn. Have learners explain why the situation is safe or unsafe, healthy or unhealthy. (Allow about 10-15 minutes).

(2) Safety Game: Give each group a pair of colored cards, a green one and a red one. Explain that you are going to read a story. As you read it, if the situation is safe or healthy, tell them that they should hold up the green card. The green card means that the person in the given situation can continue the activity. If the situation is unsafe or unhealthy, they should hold up a red card. The red card means that the persons in the given situation must stop the activity. The first group to hold the card must explain the reasons why they held up the

red card. If the situation is unsafe or unhealthy, ask them to explain the consequences if the person should continue such an unsafe or unhealthy activity.

Before beginning, give a few examples. Here are a few suggestions:
a. A little baby is crawling near an open electrical outlet.
b. A little boy is playing with a ball, near a busy street.
c. A woman is washing a cut with soap and water.

Tell them the following stories you will read are about a family. Read the stories line by line. Allow time for the groups to think about them. Groups should show cards. They must explain their responses. If there is a disagreement, let them give the reasons before giving the correct answer.

SITUATIONS FOR HEALTH AND SAFETY LESSONS

Little _________ is a five-year old boy. He lives in a small city in America. (Note: Substitute a common last name from your parents' language group.)

1. He is going outside.
2. He is going to play in the street.
3. He is digging a small hole in the ground.
4. He is putting something he found in his mouth.
5. He is playing under a parked car.
6. He is playing with a broken bottle.
7. He goes back inside the house. He is playing with a toy.
8. He is getting an orange. His hands are dirty.
9. He sees a bottle of bleach. He cannot reach it. It is high in a cupboard.
10. He is going to touch the stove. It is on.
11. He goes into the bathroom. He sees some medicine. He can reach it.
12. He wants to take a bath. He fills the bath tub to the rim with water.
13. He puts his fingers in the electrical outlet.

Now Mrs. __________ is in the kitchen. She is busy working.

1. She has a gas stove. She turns it on. She puts a pot on top.
2. She is finished cooking. She blows out the flame but does not turn the knob to OFF.
3. She puts cleaning items high out of the reach of children.
4. She leaves a diaper on the baby all day.
5. She puts some leftover food in the refrigerator.
6. She has a bucket of water. Her hands are wet. She touches electrical appliances.
7. She wants to bathe the child. She puts only very hot water in the bathtub.

Now Mr. __________ leaves the house.

1. He does not take his I.D.
2. He crosses the street at the traffic light. It reads "WALK."
3. He takes a bus home. As the bus slows down near his house, he jumps off.
4. He takes medicine which the doctor prescribed for Mrs. _________.
5. He turns on the TV.
6. The TV picture is not clear. He turns it off and touches some wires in back.
7. He is smoking. He puts the cigarette out in the trash basket.
8. He goes to the bathroom. He puts hot and cold water in the bathtub.
9. He turns on the radio from the tub.
10. He eats an apple. He puts the core in the toilet and flushes it.
11. He extinguishes his cigarette before going to bed.

Big Sister __________ is at home.

1. She goes into the bathroom. She uses her mother's toothbrush.
2. She is taking a bath. She turns on the fan.
3. She puts some toilet paper in the toilet and flushes it.
4. The light switch plate is off. She touches the wires.
5. She cleans the sink with cleaning powder. She leaves the container on the floor.
6. After taking a bath, she turns off the water tightly.
7. She is in the kitchen. She puts a bottle of coke in the freezer.
8. She leaves the refrigerator door open for a long while.
9. Before picking up the fan, she unplugs it to turn it off.
10. She puts garbage in a bag before throwing it away.
11. She is sick. She takes four pills. On the bottle it says to take only two.
12. She takes a walk. She is tired. A stranger offers her a ride in his new car. She refuses.
13. She returns home and locks the door.

UNIT G : BECOMING A UNITED STATES CITIZEN

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PARENTING SKILLS CURRICULUM
Activities Guide

Unit: Citizenship **Topic:** Procedure for Naturalization

NOTE: This unit is for those people ready to take test/interview for naturalization.

I. OBJECTIVES:

Parents will describe procedure for naturalization.

II. MATERIALS:

Text, p. G-1

III. ACTIVITIES:

(1) E - Do TPR from Part II p. 117 using visuals on p. G-1 to correspond to following sentences.

1. Get an application form from INS.
2. Study for the test.
3. Go to INS with 2 witnesses for interview.
4. Go to court for Oath of Citizenship.
5. Vote on Election Day.

(2) E/PL - Discuss process for becoming citizen.

IV. EVALUATION:

(1) Observation during discussion.

(2) Check answers to questions.

PARENTING SKILLS CURRICULUM
Activities Guide

Unit: Citizenship **Topic:** Useful Vocabulary

I. OBJECTIVES:

Parents will:

(1) give meaning of vocabulary related to citizenship;
(2) read important words.

II. MATERIALS:

(1) Text, p. G-2
(2) visuals (pictures) of vocabulary
(3) flash cards with vocabulary

III. ACTIVITIES:

(1) PL/E - Go over selected words; pronounce, explain, elicit meanings.
(2) E - Show pictures. Parents give word.
(3) E - Have parents match visuals with words.
(4) E - Have parents say words from flash cards.
(5) PL - Discuss concepts in PL.

IV. EVALUATION:

Observation during practice and PL discussion.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Citizenship **Topic:** Useful Expressions

I. OBJECTIVE:

Parents will:

practice phrases in English that are necessary in picking up an application for citizenship.

II. MATERIALS:

(1) Text, p. G-3
(2) numbers to use in roleplays
(3) applications for citizenship

III. ACTIVITIES:

(1) Practice expressions, using repetition from p. 95 in "General Techniques" section.
(2) Set up classroom like INS office.
(3) Roleplay asking for applications for citizenship.

IV. EVALUATION:

(1) Observe roleplays.
(2) Ask comprehension questions on roleplays.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Citizenship **Topic:** Practice

I. **OBJECTIVE:**

Parents will:

(1) read a paragraph on getting an application for citizenship;

(2) answer questions on the reading.

II. **MATERIALS:**

Text, p. G-4

III. **ACTIVITIES:**

(1) E - Do reading, following procedure on pp. 102 and 103 in "General Techniques" section.

(2) E - Have students answer questions.

IV. **EVALUATION:**

Check answers on p. G-4.

PARENTING SKILLS CURRICULUM

Activities Guide

Unit: Citizenship

Topic: Possible Questions And Answers For Interview and for Naturalization

I. **OBJECTIVES:**

Parents will answer questions related to test for citizenship.

II. **MATERIALS:**

(1) Text, pp. G-5 to G-15.
(2) video on immigration (optional) - "Su Derecho A Inmigrar"

III. **ACTIVITIES:**

(1) PL/E - Go over vocabulary using visuals and flash cards.
(2) E - Using the exchange technique on p. 97 from "General Techniques" section, practice questions and answers.
(3) E - Divide parents into pairs. Have pairs practice asking and answering questions. Encourage parents to practice answering without looking at their books.
(4) Do only a few questions and answers each day.

IV. **EVALUATION:**

(1) Observe pairs work.
(2) Do roleplays with teacher as interviewer; students as interviewees.

A RESOURCE GUIDE FOR UNITED STATES GOVERNMENT AND HISTORY

NOTE:

The following section is a resource guide with questions and answers regarding U.S. Civics. It was prepared by Phil Zachariou, citizenship instructor at Fremont School for Adults, Sacramento City Unified School District. Phil has been kind enough to share the materials for this guide.

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GENERAL QUESTIONS
ON
U.S. CIVICS

1. The three branches of government are: the legislative, the executive, and the judicial.

2. The law-making branch is the legislative branch; the law-interpreting branch is the judicial branch, or all the U.S. courts; and the law-enforcing branch is the executive branch, the President being the Chief Executive.

3. Who makes the Federal Laws? - The Congress

4. Which of the three branches of government is the Congress? - The legislative

5. What are the two Houses of Congress? - U.S. Senate & House of Representatives

6. Each state has two U.S. Senators. Therefore, the U.S. Senate is made up of 100 Senators. The U.S. Senate is one of the two Houses of Congress.

7. The two Houses of Congress are: a) the U.S. Senate and b) the House of Representatives.

8. The number of the House of Representatives in Congress from each of the 50 states depends on the population of each state. (There is one representative for each 410,481 persons.)

9. How many U.S. Senators are there in Congress from California? - two

10. What are their names?

11. The Constitution is the highest law or the supreme law of the country.

12. The Constitution has 26 amendments. The first ten (10) amendments of the Constitution are called the Bill of Rights.

13. The Constitution is based on three important principles: a) liberty, b) equality, and c) justice. Note: Its original purpose was to form a government.

14. The Bill of Rights is found in the Constitution. Some of these rights are: freedom of speech, freedom of religion, freedom of the press, the right of peaceable assembly and petition, the right to security in the home, the right to a jury trial, and other rights.

15. The present Constitution was adopted in 1789. Since then there have been very few changes in it or additions to it. Such changes are called amendments, the first ten of which are called the Bill of Rights.

16. The Constitution has a total of 26 amendments.

17. The Cabinet is a body of persons who assist the President. These Cabinet members are appointed by the President.

18. There are 13 Departments in the Cabinet. The head of the Cabinet is the Secretary of State.

19. The highest Federal Court is the Supreme Court, and it consists of nine (9) Justices (or Judges). The Justices are appointed by the President.

20. The term Federal means National.

21. Why are there three branches of government? - For checks and balances.

22. What kind of government does the United States have? - A republic

23. What is a republic? - A republic is a government by the people through their elected representatives.

24. What does the 26th amendment say? - A citizen can vote if he is 18 or up.

25. Which part of the Constitution cannot be changed by Congress? - The Bill of Rights.

26. Can the Constitution be changed? - It can be changed through an amendment.

U.S. CIVICS

1. The three branches of government are:

2. The law-making branch is the ____________________; the law-interpreting branch is the ____________________; and the law-enforcing branch is the ____________________, the President being the ____________________.

3. Who makes the Federal Laws?

4. Which of the three branches of government is the Congress?

5. What are the two Houses of Congress?

6. Each state has two U.S. Senators. Therefore, the U.S. Senate is made up of _____. The U.S. Senate is one of the two ____________________ of Congress.

7. The two houses of Congress are: a) the ____________________, and b) the ____________________.

8. The number of the House of Representatives depends on __________________ ____.

9. How many U.S. Senators are there in Congress from California? ____________

10. The Constitution is the ____________________ or the ____________________ ____.

11. The Constitution has __________ amendments, The first ten (10) amendments of the Constitution are called ______________________________________.

12. The Constitution is based on three important principles: ____.

    Note: Its original purpose was?

13. The Bill of Rights is found in the ___________________. Some of these rights are:____.

14. The present Constitution was adopted in __________. Since then there have been very few changes in it or additions to it. Such changes are called ____________________, the first ten of which are called ____________________________.

15. The Constitution has a total of __________ amendments.

16. The Cabinet is _______________ who assist the President. These Cabinet members are appointed by ____________________________________.

17. There are ___________ Departments in the Cabinet. The head of the Cabinet is the _____________________________________.

18. The highest Federal Court is the ______________________________, and it consists of ___________________________ (or Judges). These are appointed by ______________________________.

19. The term Federal means _______________________________________ .

20. Why are there three branches of government?

21. What kind of government does the United States have? _________________________.

22. What is a republic?

23. What does the 26th amendment say?

24. Which part of the Constitution cannot be changed by Congress?

25. Can the Constitution be changed?

EARLY AMERICAN HISTORY

1. Who discovered America? / Christopher Columbus
2. In what year? /1492
3. Who were the pilgrims? / English settlers seeking religious freedom
4. When was the Revolutionary War? / 1775 - 1783
5. Who fought in the Revolutionary War? / 13 colonies against British
6. What caused the Revolutionary War? /taxation without representation
7. What was the result of the Revolutionary War? / independence of 13 colonies
8. When was the Declaration of Independence issued? / July 4, 1776
9. Who wrote the Declaration of Independence? / Thomas Jefferson
10. Who was the first President? / George Washington
11. Who was the sixteenth President? / Abraham Lincoln
12. When was the Civil War? / 1861-1865
13. Who fought in the Civil War? / the North against the South
14. What caused the Civil War? / freedom of slaves
15. What was the result of the Civil War? / freedom of slaves
16. Who wrote the Emancipation Proclamation? / Abraham Lincoln

THE AMERICAN FLAG

1. What are the colors of the American flag? / red, white and blue
2. What do the colors stand for? / courage, truth, and justice
3. How many stripes are there on the United States flag? / 13
4. What do the stripes represent? / the original 13 colonies
5. How many stars are there on the American flag? / 50
6. What does each star represent? / each represents a state
7. What is "The Star-Spangled Banner"? / the national anthem

AMERICAN GOVERNMENT

1. What form of government does the United States have? / a republic
2. What is a republic? / government by the people through their elected representatives
3. What is the supreme law of the United States? / the Constitution
4. What are the principles of the Constitution? / liberty, equality and justice
5. When was the Constitution written? / 1787
6. When was the Constitution adopted? / 1789
7. What is an amendment? / a change in the Constitution
8. How many amendments are in the Constitution? / 26
9. What are the first ten amendments called? / Bill of Rights
10. What is the Bill of Rights? / the first 10 amendments to the Constitution
11. What are some of the guarantees of the Bill of Rights? / freedom of religion, of speech, of press . . .
12. When was the Bill of Rights added to the Constitution? / 1791
13. What is the twenty-sixth amendment? / minimum voting age lowered to 18
14. What are the three branches of government? / legislative, executive, judicial
15. What does each branch do? / law-making, law-enforcing, law-interpreting
16. Why is the government divided into three branches? / for checks and balances

THREE BRANCHES OF GOVERNMENT

LEGISLATIVE

1. Who makes the laws of the United States? / the Congress
2. What are the two houses of Congress? / U.S. Senate, House of Representatives
3. How many U.S. Senators are in the Senate? / 100
4. How many Representatives are in the House of Representatives? / 435
5. Who presides over the Senate? / the Vice President
6. Who presides over the House of Representatives? / the Speaker of the House

EXECUTIVE

1. Who is the Chief Executive of the United States? / the President
2. Who is the President now?
3. Who was the first President? / George Washington
4. Who was the President during the Civil War? / Abraham Lincoln
5. How is the President elected? / by the people through the Presidential Electors
6. How many terms may a President serve? / 2
7. If the President can no longer serve, who takes over? / the Vice President
8. Who helps the President in his executive work? / his Cabinet
9. How many members are in the Cabinet? / 13
10. Who is the head of the Cabinet? / Secretary of State
11. How do the Cabinet members get their positions? / appointed by the President plus the consent of the Senate

JUDICIAL

1. What is the highest Federal Court? / the United States Supreme Court
2. What does federal mean? / national
3. How many members are in the Supreme Court? / 9
4. Who is the Chief Justice in the Supreme Court? /
5. How do the Supreme Court justices get their positions? / appointed by the President plus the consent of the Senate

THE GOVERNMENT OF THE STATE OF CALIFORNIA

1. Who makes the laws of California? / State Legislature (or State Assmebly)
2. What are the two houses of the State Legislature? / Senate, House of Representatives (or the Assembly)
3. How many State Senators are in the State Senate? 40
4. How many Representatives are in the State Assembly? / 80
5. How many U.S. Senators from California? / 2
6. What is the Capital of California? /Sacramento
7. Who is the Chief Executive of California? / the Governor
8. Who is the Governor of California? /
9. What is the highest court of California? / State Supreme Court
10. What is the highest law of California? / State Constitution
11. What are the three branches of the State of California government? /legislative, executive, judicial
12. What is the legislative branch? / the State Legislature (or State Assembly)
13. What is the judicial branch? / all state courts

COUNTY GOVERNMENT

1. What is the legislative branch of the county government? / Board of Supervisors
2. What is the executive branch of the county government? / Board of Supervisors plus Sheriff
3. What is the judicial branch of the county government? / Superior Court

CITY GOVERNMENT

1. What is the constitution of a city called? / City Charter
2. Who is the Chief Executive of a city? / the Mayor
3. What is the legislative branch of a city? / the City Council
4. Who makes the laws of a city? / the City Council
5. What is the judicial branch of a city? / the Municipal Court (or Justice Court)
6. What are city laws called? / ordinances

EARLY AMERICAN HISTORY

1. Who discovered America?
2. In what year?
3. Who were the pilgrims?
4. When was the Revolutionary War?
5. Who fought in the Revolutionary War?
6. What caused the Revolutionary War?
7. What was the result of the Revolutionary War?
8. When was the Declaration of Independence issued?
9. Who wrote the Declaration of Independence?
10. Who was the first President?
11. Who was the sixteenth President?
12. When was the Civil War?
13. Who fought in the Civil War?
14. What caused the Civil War?
15. What was the result of the Civil War?
16. Who wrote the Emancipation Proclamation?

THE AMERICAN FLAG

1. What are the colors of the American flag?
2. What do the colors stand for?
3. How many stripes are there on the United States flag?
4. What do the stripes represent?
5. How many stars are there on the American flag?
6. What does each star represent?
7. What is "The Star-Spangled Banner"?

AMERICAN GOVERNMENT

1. What form of government does the United States have?
2. What is a republic?
3. What is the supreme law of the United States?
4. What are the principles of the Constitution?
5. When was the Constitution written?
6. When was the Constitution adopted?
7. What is an amendment?
8. How many amendments are in the Constitution?
9. What are the first ten amendments called?
10. What is the Bill of Rights?
11. What are some of the guarantees of the Bill of Rights?
12. When was the Bill of Rights added to the Constitution?
13. What is the twenty-sixth amendment?
14. What are the three branches of government?
15. What does each branch do?
16. Why is the government divided into three branches?

THREE BRANCHES OF GOVERNMENT

LEGISLATIVE

1. Who makes the laws of the United States?
2. What are the two houses of Congress?
3. How many U.S. Senators are in the Senate?
4. How many Representatives are in the House of Representatives?
5. Who presides over the Senate?
6. Who presides over the House of Representatives?

EXECUTIVE

1. Who is the Chief Executive of the United States?
2. Who is the President now?
3. Who was the first President?
4. Who was the President during the Civil War?
5. How is the President elected?
6. How many terms may a President serve?
7. If the President can no longer serve, who takes over?
8. Who helps the President in his executive work?
9. How many members are in the Cabinet?
10. Who is the head of the Cabinet?
11. How do the Cabinet members get their positions?

JUDICIAL

1. What is the highest Federal Court?
2. What does federal mean?
3. How many members are in the Supreme Court?
4. Who is the Chief Justice in the Supreme Court?
5. How do the Supreme Court justices get their positions?

THE GOVERNMENT OF THE STATE OF CALIFORNIA

1. Who makes the laws of California?
2. What are the two houses of the State Legislature?
3. How many State Senators are in the State Senate?
4. How many Representatives are in the State Assembly?
5. How many U.S. Senators from California?
6. What is the Capital of California?
7. Who is the Chief Executive of California?
8. Who is the Governor of California?
9. What is the highest court of California?
10. What is the highest law of California?
11. What are the three branches of the State of California government?
12. What is the legislative branch?
13. What is the judicial branch?

COUNTY GOVERNMENT

1. What is the legislative branch of the county government?
2. What is the executive branch of the county government?
3. What is the judicial branch of the county government?

CITY GOVERNMENT

1. What is the constitution of a city called?
2. Who is the Chief Executive of a city?
3. What is the legislative branch of a city?
4. Who makes the laws of a city?
5. What is the judicial branch of a city?
6. What are city laws called?

QUESTIONS FROM THE APPLICATION FOR NATURALIATION

1. What is your full true and correct name?

2 Where do you live?

3. When were you born?

4. Where were you born?

5. Do you want to change your name? To what name?

6. What other names have you used?

7. Was your father or mother ever a United States citizen?

8. Can you read and write English?

9. Can you speak English?

10. Can you sign your name in English?

11. When did you get your lawful admission for permanent residence?

12. Under what name did you enter the United States?

13. How long have you lived continuously in the United States?

14. How long have you lived in California?

15. How many months have you been physcially in the United States?

16. Do you intend to reside permanently in the United States?

17. In what places have you lived during the past ten years?

18. Have you been out of the United States for a period of 6 months or longer?

19. Have you ever committed any crimes or broken any laws?

20. Have you ever been a member of the Communist Party?

GENERAL TERMS AND DEFINITIONS

1. First inhabitants of the U.S. / Indians
2. Discovery of America / Christopher Columbus, 1492
3. The name America / After Amerigo Vespucci
4. Slavery was abolished / In 1863
5. The pilgrims / English people seeking freedom of worship (1620)
6. End of Civil War / 1865
7. Number of British colonies in America in 1760 / 13
8. Declaration of Independence / July 4, 1776 -Thomas Jefferson
9. Revolutionary War/ War of Independence from England (See #8)
10. Star-Spangled Banner / National Anthem
11. Pledge of Allegiance / Promise, oath to the flag
12. Supreme Law / Constitution
13. President during Civil War/ Abraham Lincoln
14. Terms of president / Up to 2 terms, 4 years each
15. President takes office on - date / January 20
16. The three branches of government / Legislative, Executive, Judicial
17. Law-making - Law-enforcing - Law-interpreting / (See #16)
18. The legislative branch / The U.S. Congress; the law-making branch
19. Division of Congress / House of Representatives & U.S. Senate
20. Representatives per state / Depending on population
21. Person presiding over the Senate / The Vice President
22. Veto / To refuse assent, to prohibit
23. Chief executive of U.S. / The President
24. Qualifications of president / Born in the U.S., 35, resident last 14 years
25. Cabinet / Body of persons assisting president

26. Offices of cabinet members / Appointed by the president

27. Head of Cabinet / The Secretary of State

28. Judicial branch / The law-interpreting branch; the federal courts

29. Federal / National

30. Republic / Government in which the supreme power rests in the electorate and is exercised by representatives elected by the electorate

31. Democracy / Government by the people, either directly or through elected representatives; rule by the people

32. Republican / Favoring or in accord with a republic (See #30)

33. Democrat / Favoring or support a democracy

34. Highest federal court / The Supreme Court (See #42)

35. Head of Supreme Court / Chief Justice

36. Amendment / Change (of Constitution); 26 amendments

37. Bill of Rights / The first 10 amendments

38. Executive branch / The law-enforcing branch

39. Divisions of a state legislature (comp. #19) / State Senate & Assembly or House of Representatives

40. Chief executive of a state / The Governor

41. Highest court in California / The State Supreme Court

42. Number of justices in the Supreme Court / 9 (See #34)

43. Some guarantees of the first 10 amendments / Freedom of speech, press

44. Senators serve _6_ years; House _2_ years

45. Suffrage / Voting

46. Emancipation Proclamation / By Abraham Lincoln, 1863, freeing slaves

47. Census / Counting population; every 10 years

48. Washington, D.C. / Washington, District of Columbia

49. Lieutenant Governor / (Compare with President - Vice President)

50. Colors of American flag / Red, courage; White, truth; Blue, justice

GENERAL TERMS AND DEFINITIONS

1. First inhabitants of the U.S.
2. Discovery of America
3. The name America
4. Slavery was abolished
5. The pilgrims
6. End of Civil War
7. Number of British colonies in America in 1760
8. Declaration of Independence - date - author
9. Revolutionary War
10. Star-Spangled Banner
11. Pledge of Allegiance
12. Supreme Law
13. President during Civil War
14. Terms of a president
15. President takes office on - date
16. The three branches of government
17. Law-making - Law-enforcing - Law-interpreting
18. The legislative branch
19. Division of Congress
20. Representatives per state
21. Person presiding over the Senate
22. Veto
23. Chief executive of U.S.
24. Qualifications of president
25. Cabinet

26. Offices of cabinet members
27. Head of Cabinet
28. Judicial branch
29. Federal
30. Republic
31. Democracy
32. Republican
33. Democrat
34. Highest federal court
35. Head of Supreme Court
36. Amendment
37. Bill of Rights
38. Executive branch
39. Divisions of a state legislature (comp. #19)
40. Chief executive of a state
41. Highest court in California
42. Number of justices in the Supreme Court
43. Some guarantees of the first 10 amendments
44. Senators serve ___ years; House ___ years
45. Suffrage
46. Emancipation Proclamation
47. Census
48. Washington, D.C.
49. Lieutenant Governor
50. Colors of American flag

THE U.S. CONSTITUTION

1. What is the Constitution? / The supreme law of the country. The highest law.

2. When was the Constitution written? / In 1787.

3. When was it adopted? / In 1789.

4. Who wrote the Constitution? / Delegates from the colonies.

5. Why was the Constitution written? For what purpose? / To form a government.

6. Where was it written? / In Philadelphia.

7. What was the name of the old Constitution? / The Articles of Confederation.

8. Why is the Constitution a good constitution? /Because it protects our rights and liberties. It provides liberty, equality, and justice.

9. As a document, how important is the Constitution? / It is the most important document of the country.

10. Can the Constitution be changed? How? / Yes, through an amendment.

11. What is an amendment? / A change in the Constitution.

12. How many amendments have been made? / 26.

13. What are the first ten called? The Bill of Rights.

14. When the present Constitution was first written, did it have a Bill of Rights? /No, it did not.

15. Why is the Bill of Rights important? / Because it guarantees us our rights.

16. Name some of the guarantees in the Bill of Rights. / Freedom of speech, freedom of religion, freedom of press . . .

17. Can the Bill of Rights be changed? / No.

18. When was the Bill of Rights added to the Constitution? / In 1791

19. What was the purpose of the Bill of Rights? / To protect the rights of the people.

20. What was the original purpose of the Constitution? / To form a government.

21. If the original part of the Constitution cannot be changed; and if the Bill of Rights cannot be changed, then how can the Constitution be changed? /Through an amendment.

22. What kind of government do we have? / A Republic.

23. By whose authority do we have this kind of government? / The Constitution.

24. Who says that our government must have three branches? /The Constitution.

25. What are the three branches of government? / The legislative, the executive, and the judicial.

26. Why are there three branches? / For checks and balances. For the balance of power.

27. What are the important principles of the Constitution? / Liberty, equality, and justice.

28. What is the 26th Amendment? / Minimum voting age is 18.

THE U.S. CONSTITUTION

1. What is the Constitution?
2. When was the Constitution written?
3. When was it adopted?
4. Who wrote the Constitution?
5. Why was the Constitution written? For what purpose?
6. Where was it written?
7. What was the name of the old Constitution?
8. Why is the Constitution a good constitution?
9. As a document, how important is the Constitution?
10. Can the Constitution be changed?
11. What is an amendment?
12. How many amendments have been made?
13. What are the first ten called?
14. When the present Constitution was first written, did it have a Bill of Rights?
15. Why is the Bill of Rights important?
16. Name some of the guarantees in the Bill of Rights.
17. Can the Bill of Rights be changed?
18. When was the Bill of Rights added to the Constitution?
19. What was the purpose of the Bill of Rights?
20. What was the original purpose of the Constitution?
21. If the original part of the Constitution cannot be changed; and if the Bill of Rights cannot be changed, then how can the Constitution be changed?
22. What kind of government do we have?
23. By whose authority do we have this kind of government?
24. Who says that our government must have three branches?
25. What are the three branches of government?
26. Why are there three branches?
27. What are the important principles of the Constitution?
28. What is the 26th Amendment?

OTHER MISCELLANEOUS QUESTIONS

1. What is the largest river in the United States? / The Mississippi.
2. Name the Great Lakes. / Lake Superior, Michigan, Huron, Erie, Ontario.
3. What is the highest mountain in the U.S.A. (excluding Alaska)? Mount Whitney.
4. What is the population of the United States (1985-90) / About 240 million.
5. Where were the first English settlements? / Jamestown, Virg.; Plymouth, Mass.
6. Why did the English come to America? / Many for freedom of religion.
7. How many British colonies were there in America in 1760? / 13.
8. Why were they dissatisfied with England? / "Taxation without representation."
9. Who was the commander in chief in the Revolutionary War? / George Washington.
10. What famous document announced that the 13 colonies were free? / The Declaration of Independence.
11. What did this document declare? / That the 13 colonies were free and independent states. It gave a long list of reasons for separation from England. It declared that "All men are created equal" and are endowed with the rights of "Life, liberty, and the pursuit of happiness."
12. Who was the Father of our country? / George Washington.
13. What are the original 13 states? / Massachussettes, Rhode Island, Connecticut, New Hampshire, New York, New Jersey, Pennsylvania, Delaware, Virginia, Maryland, North Carolina, South Carolina, and Georgia.
14. Who called a republic "a government of the people, by the people, and for the people?" / Abraham Lincoln.
15. Where does Congress get its power? / From the people through the Constitution.
16. What is referendum? / The people can ratify or annul acts of the legislature.

WARS

1. The Revolutionary War (1775-1783)
    - Thirteen Colonies against Britain (England).
    - Cause: "Taxation without representation."
    - Result: The United States secured its independence.
2. The War of 1812 (1812-1814)
    - United States and Great Britain (England).
    - Cause: Trouble in regard to "the freedom of the seas".
    - Results: United States won commercial independence.
3. The Mexican War (1846-1848)
    - United States and Mexico.
    - Cause: Dispute over the boundary line between the two countries.
    - Result: Settlement of the boundary line. Addition of New Mexico and California to the United States territory.
4. The Civil War (1861-1865)
    - The Northern states of the United States and the Southern states.
    - Cause: Slavery.
    - Results: The abolition of slavery. The preservation of the Union.
5. The Spanish-American War (1898)
    - United States and Spain
    - Cause: Spanish tyranny in Cuba. The blowing up of the U.S. battleship Maine
    - Results: Puerto Rico, Guam, and the Philippines were ceded to United States by Spain. Cuba became independent.
6. World War I (1917-1918)
    - Great Britain, France, and their Allies against Germany and her allies.
    - Cause: Germany's ambition for power and expansion of territory.
    - Results: The curbing of Germany's ambition. The overthrow of German government; the liberation of several small nations.
7. World War II (1941-1945)
    - The Allies (U.S., England, France, Soviet Union) against the Axis (Italy, Germany, Japan).
    - Cause: Initially, Germany's ambition for power and expansion.
    - Result: The defeat of the Axis.

OTHER MISCELLANEOUS QUESTIONS

1. What is the largest river in the United States?
2. Name the Great Lakes.
3. What is the highest mountain in the U.S.A. (excluding Alaska)?
4. What is the population of the United States (1985-90)
5. Where were the first English settlements?
6. Why did the English come to America?
7. How many British colonies were there in America in 1760?
8. Why did these colonies become dissatisfied with British rule?
9. Who was the commander in chief in the Revolutionary War? /
10. What famous document announced that the 13 colonies were free?
11. What did the Declaration of Independence declare?
12. Who was the Father of our country?
13. What are the original 13 states?
14. Who called a republic "a government of the people, by the people, and for the people?"
15. Where does Congress get its power?
16. What is meant by referendum?

WARS

1. The Revolutionary War (   )
    - Powers involved:
    - Cause:
    - Result:

2. The War of 1812 (   )
    - Powers involved:
    - Cause:
    - Results:

3. The Mexican War (   )
    - Powers involved:
    - Cause:
    - Result:

4. The Civil War (   )
    - Powers involved:
    - Cause:
    - Result:

5. The Spanish-American War (   )
    - Powers involved:
    - Cause:
    - Result:

6. World War I (   )
    - Powers involved:
    - Cause:
    - Result:

7. World War II (   )
    - Powers involved:
    - Cause:
    - Result:

REVIEW

The following go with Part A. and Part B. Match each of the NUMBERED items with one or more of the LETTERED items. Then write the answer(s) on the pages of Part A and Part B.

1. Counting people every 10 years
2. English settlers seeking freedom of religion (1620)
3. Minimum voting age is 18
4. May become law
5. Legislation
6. All U.S. courts
7. An ordinance
8. Reason for three branches of government
9. The first 10 amendments
10. Superior Court
11. Democrats and Republicans
12. The Senate
13. Was written by Abraham Lincoln in 1863
14. A change in the Constitution
15. U.S. Senate and House of Representatives
16. President's assistants
17. Was written by Thomas Jefferson
18. A cause of the Revolutionary War
19. Freedom of speech, freedom of religion, freedom of the press . . .
20. State Senate and House of Representatives
21. Presidential electors
22. The Star-Spangled Banner

23. Municipal Court
24. Washington D.C.
25. The President's right to refuse assent
26. 13 stripes and 50 stars
27. War of Independence
28. A written document declaring the freedom of the slaves
29. A government by the people through their elected representatives
30. The highest State Court
31. Multiple marriage
32. City Charter
33. The Indians
34. County Board of Supervisors
35. City Council
36. The Mayor
37. The Articles of Confederation
38. The Head of the Supreme Court
39. The highest Federal law
40. Liberty, Equality, Justice
41. The Chief Executive
42. 100 in number
43. 1865
44. A U.S. Senator or a House Representative
45. The Secretary of State
46. The highest Federal court
47. The Revolutionary War
48. Christopher Columbus
49. The right to vote
50. 1861-1865
51. 1775-1783
52. Was added in 1791
53. Was written in 1787, adopted in 1789
54. Its colors stand for Courage, Truth and Justice
55. The Capital of the United States

Part A

Identify, Define, or Give Short Answers to the Following: (Include Dates)

a. Constitution

b. President

c. Cabinet

d. Judicial branch of federal government

e. Supreme Court

f. Civil War

g. War of Independence

h. Discovered America

i. The pilgrims

j. Checks and balances

k. Revolutionary War

l. Bill of Rights

m. Houses of Congress

n. 26th Amendment

o. Declaration of Independence

p. Principles of Constitution

q. Taxation without representation

r. Emancipation Proclamation

s. Republic

t. Suffrage

u. Census

v. U.S. Senators

w. Slavery abolished

x. Head of Cabinet

y. Amendment

z. He is a U.S. Congressman

Part B

A. Chief Justice

B. Veto

C. National Anthem

D. Legislative Branch of State

E. Constitution of a city

F. A city law

G. Divisions of State Legislature

H. Judicial branch of a city

I. County court

J. Legislative branch of a city

K. The old Constitution

L. Guarantees of the Bill of Rights

M. The American flag

N. Chief Executive of a city

O. State Assembly

P. First inhabitants of America

Q. A bill

R. Electoral College

S. State Supreme Court

T. District of Columbia

U. Legislative branch of a county

V. State Assembly

W. Democracy

X. Two chief political parties

Y. Polygamy

Z. Upper House

GIVE THEIR NAMES

a. President:

b. Vice President:

c. Governor of California:

d. Mayor of Sacramento:

PART II:

TEACHING STRATEGIES

FOR

ENGLISH AS A SECOND LANGUAGE

GENERAL TECHNIQUES

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INTRODUCTION

This section describes various approaches, methods, and techniques that can be used to present the material contained in the parenting text. They are not all-inclusive, but provide teachers with a set of core strategies for teaching language skills.

The section has been divided into the following components to help with the organization of lessons:

1. **General Techniques** - to teach the four skills covered in each lesson (listening, speaking, reading, and writing).

2. **Literacy Approaches, Techniques and Activities** - to focus on literacy skills for beginning literacy students. Many of these activities are also good for literate students.

3. **Games** - to provide variety and fun for students in ESL/parenting classes.

4. **Teaching Songs** - to teach songs that parents' children might learn in preschool/elementary school.

5. **Visual Aids and Classroom Materials** - to help make instruction more interesting, meaningful, and understandable.

OPERATIONS (Listening)

Purpose: To practice commands/directions based on a series of actions within a specific topic (e.g. brushing teeth.)

Example:

1. Pick up your toothbrush.
2. Pick up the toothpaste.
3. Open the toothpaste.
4. Squeeze the toothpaste on the toothbrush.
5. Close the toothpaste.
6. Brush your teeth.

Procedure:

1. Model operation as students watch.
2. Model a second time, stopping to explain new vocabulary.
3. Model a third time, as students respond to commands, without speaking.
4. Students repeat commands while practicing (several times).
5. Students work in pairs, responding to commands and giving commands.

Note: Also see Total Physical Response (TPR) in "Literacy Approaches, Techniques, and Activities" section, page 117, for a similar procedure.

SCRAMBLED PICTURES (Listening, Sequencing)

Purpose: To provide practice in describing a sequence for performing a process (e.g., flossing teeth, going to a child's school).

Procedure:

1. Before class, teacher prepares group sets of visual that has been cut into individual pictures and placed in an envelope.
2. Teacher goes over visual/process in book. Students listen.
3. Students discuss/ask for clarification.
4. Teacher divides class into groups of 4 and passes out one envelope to each group.
5. Each student takes at least one picture.
6. Individuals work together in small groups to sequence pictures.
7. Groups report back on process.

Notes:

1. This process can be used as follow-up to the "Operations" process.
2. Students' primary language can be used for discussing/clarifying in Step #3.

REPETITION DRILL (Speaking)

Purpose: To practice new or difficult vocabulary and stuctures.

Procedure:

1. Teacher models pattern (word, phrase, sentence).
2. Students repeat
   a. large group
   b. small groups
   c. individually

Example:

Teacher/ T: I have a headache.
Students/S: I have a headache.
T: I have a toothache.
S: I have a toothache.
T: I have a sorethroat.
S. I have a sorethroat.

Notes:

1. Do not use drills excessively.
2. Concentrate on one specific structure.
3. The patterns should be short.
4. The drill should be lively, fast, and short.
5. Visual cues should be used whenever possible (pictures, objects, gestures).
6. Students should not repeat drills they do not understand.
7. If a pattern is too long for students to recall, do backward buildup. In backward buildup, the sentence is broken into segments beginning at the end of the sentence and built-up to the beginning.

   Example: I have a headache.
   T: headache
   S: headache
   T: a headache
   S: a headache
   T: have a headache
   S: have a headache
   T: I have a headache.
   S: I have a headache.
8. Be clear and concise with directions. Use body language if necessary.

   ("Listen" "Repeat" " Again")

SUBSTITUTION DRILL (Speaking)

Purpose: To practice new and difficult structures with expanded vocabulary.

Procedures:

1. Teacher models pattern.
2. Students repeat:
   a. large group
   b. small group
   c. individuals

(Note: The first two steps are a repetition drill which serves as an introduction to the substitution drill.)

3. Use substitute item as cue. (Show a picture, real object, flash card with word, or say the word.)
4. Students say entire sentence, substituting the new word from the cue.
5. Continue with other substitutions.
6. Work with large group, small groups, individuals.

Example:

T: I want rice.
S: I want rice.
T: eggs (show picture or say word)
S: I want eggs.
T: coffee (show picture or say word)
S: I want coffee.

Notes: See notes from Repetition Drill, p. 95.

Variations:

1. Make cubes with pictures or word cues. One word or picture is placed on each side of the cube. Divide students into pairs/groups. Have them practice patterns by throwing cubes and using cues to practice the pattern.
2. Make a chart with 6-8 frames. Put a word or picture in each frame. Students proceed through each frame, producing pattern with cues in the frame. This can be done in large group or small group practice.

EXCHANGES (Speaking, Reading, Writing)

Purpose: To practice natural utterances related to survival competencies.

Procedure:

1. Teacher draws two stick figures on the board and labels them "A" and "B".

2. Teacher models the first exchange in the section once or twice while students listen.
   Teacher points to stick figure "A" and says, "What kind of food do you like?"
   Then teacher points to stick figure "B" and says, "I like ice cream."

3. Students repeat utterance and then response. Teacher goes to groups and individuals.

4. Teacher and students take parts in the exchange.
   a. Teacher is A/Students are B.
   b. Students are A/Teacher is B.
   c. Groups/Groups
   d. Individuals/Individuals
      Teacher says: What kind of food do you like?
      Student 1 says: I like ice cream.
      Student 1 says: What kind of food do you like?
      Student 2 says: I like ice cream. etc.

5. Teacher follows steps 2-4 for remainder of exchanges.

6. (for literate students) Teacher reads one part of exchange to students. Students write response which belongs in that particular exchange.

Notes:

1. Substitute other vocabulary in exchanges.

2. Develop situations and visuals to add "reality" to the practice involved.

3. Role play situations that call for specific exchanges.

ORAL DIALOGUE (Listening, Speaking)

Purpose: To practice a number of questions and answers together based upon one situation.

Procedure:

1. Teacher introduces characters (usually two) by drawing stick figures on board or using pictures.
2. Teacher acts out dialogue, presenting both parts. (Pay attention to pronunciation, stress, rhythm, intonation.)
3. Teacher uses visuals or props to make sure meaning is clear.
4. Teacher checks for comprehension by asking questions.
5. Students practice repeating dialogue line by line.
6. Teacher takes one part of dialogue, whole class takes the other part. This is practiced several times.
7. Roles are reversed and practiced several times.
8. Teacher divides class into two groups.
9. Group 1 practices first part, Group 2 practices second part. Roles are reversed and groups practice again.
10. Students practice dialogue in pairs. The two students should practice both roles.
11. Teacher monitors pairs as they practice.

Notes:

1. For preliteracy and beginning students, use short dialogues, 2-4 lines. More advanced students can practice 6-8 lines.
2. For literate students, dialogue can be written on the board.
3. Explanations can be done in L1.

WRITTEN DIALOGUE (Listening, Speaking, Writing)

Purpose:

The dialogue shows students how a number of questions and answers work together around one situation or event. In many cases, the dialogue shows natural responses to questions:

A: Where are you going?
B: I have to go downtown to buy some flowers.

In the above example, the grammatically regular response might be:

A: Where are you going?
B: I'm going downtown.

A dialogue represents one opportunity for the students to become familiar with new structures in a lesson. It is also probably the most convenient place for the students to practice communication skills.

Procedure:

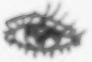
1. Students look at dialogue while teacher reads it aloud.
   A: Have you seen Mai?
   B: Yes, she went to the store.
   A: Why did she go there?
   B: I think she went to buy apples.
   A: She went for apples yesterday.
   B: I guess she likes apples.

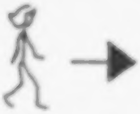
2. Explanation
   a. Teacher asks students for words and structures they don't know.
   b. Teacher gives necessary explanation and has students practice new words and structures.
      1) Teacher writes visual cues (word and/or pictures) on the board for new or difficult words. S/he points to cue, says English word.
      2) Students repeat.

3. Teacher asks questions about the situation and content of dialogue to insure student's comprehension of dialogue in general.

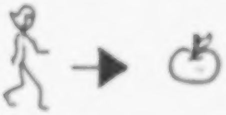
4. Students practice dialogue with teacher:
   a. Teacher says A once, "Have you seen Mai?" Students repeat.
   b. Teacher says B once, "Yes, she went to the store." Students repeat.
   c. Teacher and students take parts. Teacher is A/Students are B. Students are A/Teacher is B. One group is A/Second group is B. (Then exchange groups.)

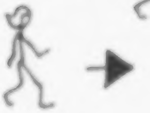
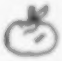
5. Teacher directs students to practice together saying that after this activity students will have to say the dialogue with another student--not looking at the dialogue but looking at visual cues put on the board by the teacher.
    a. Students practice in groups of two. One student is A. The other student is B. They then exchange parts using whatever practice techniques are most beneficial to them.
    b. While students are practicing, teacher writes dialogue on board using stick figures and word cues to help students generate the dialogue in following step.

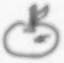
A:  Mai?

B: Yes  store.

A: Why ________ ________ go ________?

B: I think 

A:   yesterday.

B: _____ guess _______ likes 

6. As teacher points to each line, the students generate the dialogue in the following ways:
    a. Entire group generates each line of the dialogue.
    b. Class is divided into group A and group B, which then generate the A and B lines of the dialogue.
    c. Two students (one A and one B) then generate the dialogue.

    This is not a memorization excercise. The teacher may prompt at any time.

7. Writing (for literate students)
    a. Students write the dialogue by looking at the cues on the blackboard.
    b. Students write two lines from the dialogue from dictation.

Variations:

1. In step #4, as students are practicing dialogue, teacher can erase every 4th or 5th word.
   Example: A: Have you seen Mai?
   B: _____, she went to the _____.
   A: Why did she go _____? etc.
   After students have practiced with every 5th word deleted, the teacher can erase more words.

   Example: A: Have _____ seen Mai?
   B: _____, she _____ to the _____.
   A: _____ did _____ go _____?
   (The number of words erased will depend on students' levels.)

2. After practicing the dialogue orally, students can dictate dialogue to teacher or other students who fill in blanks.

Notes: Lower-level students should practice short dialogues (no more than four lines).

READING (Reading, Writing)

Purpose: To practice reading passages in a structured format.

Example: Mr. and Mrs. Garcia do many things with their three children. They have an infant, a preschool child, and an adolescent. Today they are in the park. They are happy.

Procedure:

1. Teacher reads through the selection two times, as students follow in books or from chalkboard.
2. Students tell teacher new/difficult vocabulary/structures.
3. Teacher uses visuals to explain new/difficult vocabulary/structures.
4. Teacher uses following chart to ask comprehension questions.

	Stage I	Stage II	Stage III
Type of Question	(Factual Questions about Story)	(Inference Questions about story)	(Real Life Questions about Students' Experiences)
Yes/No	Do Mr. & Mrs. Garcia have three children?	Do you think Mr. & Mrs. Garcia like children?	Do you have children? Do you have any infants?
Alternative	Do Mr. & Mrs. Garcia have two or three children?	Do you think Mr. & Mrs. Garcia are busy or do they have free time?	Do you have young children or older children?
*WH-Question	How many children do Mr. & Mrs. Garcia have?	What do you think makes Mr. & Mrs. Garcia happy?	How many preschool children do you have? adolescents? infants?

* WH-Question = What, when, who, why, how.
Stage I Questions: Answers are contained within the story.
Stage II Questions: Answers are inferences made about the story.
Stage III Questions: Answers are dependent on life experiences of students.

5. Move gradually from Stage I, asking Yes/No, Alternative, and W/H-Questions to Stage II (Yes/No, Alternative, WH) and Stage III (Yes/No, Alternative, WH).

6. Read/Stop Excercise: Teacher reads portions of the sentences, stops and students complete the sentence aloud following along in book. Students begin by filling short segments (1 or 2 words) and gradually progress to longer ones until they are in command of entire sentence.

7. True/False Drill: Teacher reads each sentence in English, reading it as it is in the text or making the sentence false. Students respond after each sentence with "True," "False," or "Yes," "No".

8. Students practice reading individually or in pairs.

Alternatives:

1. After completing Step 8, students can practice writing by:
    a. Dictation (2 or 3 short sentences from the story).
    b. Cloze (Teacher passes out reading with every 4th or 5th word deleted; students fill-in blanks.)

2. Students can summarize story in their own words.

3. Free discussion. Use the reading as a starting point for discussion. (This can be done in L1).

Notes:

1. Comprehension questions can be done in primary language before English.

2. Explanation can be done in primary language.

DICTATION (Listening, Reading, Writing)

Purpose: To practice listening, reading, spelling, and writing.

Procedures:

1. Teacher reads dictation through once as students listen.
2. Teacher reads dictation 2nd time, phrase by phrase, as students write. Each phrase can be repeated one time during this step.
3. Teacher reads dictation 3rd time, as students check and try to correct their writing.
4. Students correct dictation in pairs or small groups, using corrected copies of dictation.
5. Students write sentences or parts of dictation on board.

Variations:

1. Listening dictation: Teacher prepares sentences with every 5th word deleted. As teacher reads sentences, students fill in missing words.

   Example: Somchit went to the _____. She went for
   rice, _____, and tea. She likes _____ cook
   for ____ her _____.

2. Provide dictation below line for students to look at during dictation or check for immediate feedback.

   Example:

   ____

   Chanpheng is a teacher.

   The printed text can be covered by paper, if students do not want to look.

Notes:

1. Dictation can be done on any level with literate students.
2. Dictation should be at least two sentences, but no longer than 2-3 paragraphs.
3. Students should be familiar with vocabulary and structure in the dictation.

SCRAMBLED WORDS (Reading, Structure)

Purpose: To provide practice in sequencing words into sentences.

Procedure:

1. Take sentence from story, dialogue or exchange.
2. Write each word on individual cards.
3. Students work in pairs or groups to put sentence back together.
4. Students read sentence in groups.

Notes:

1. Words can be written on different colored paper to indicate their structural category.

   Example:
   yellow = nouns/pronouns
   blue = verbs
   pink = adjectives
   white = punctuation marks

2. Lower level students should be familiar with sentences.

Variation: Each group can have a different sentence from a story. After they have put the sentence together, the class can decide the order of the story and where each group's sentence fits in the story. Each group can then dictate its sentence to the teacher or recorder, who writes the story on the board.

CATEGORIES (Speaking, Reading, Vocabulary)

Purpose: To practice vocabulary through categorizing.

Procedure:

1. Teacher mounts pictures on 3x5 or 5x7 cards.
2. Students work in small groups to put the pictures in various categories.
   Example: Cards of food.
   Categorize in following manner:
   (1) grains
   (2) fruits/vegetables
   (3) protein

Note: Corresponding words can be written on separate cards and matched with picture. After this activity, students can play concentration, matching pictures with cards.

LITERACY APPROACHES, TECHNIQUES, AND ACTIVITIES

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READING APPROACHES

Language Experience

Good technique to build on students' past experiences. Many techniques can be used to follow-up Language Experience stories. For example, work in phonics, word families, sight words, etc.

1. Students begin with oral discussion. This may be a shared experience like a field trip or common situation the students feel they need to practice. Pictures also work well as a stimulus or students could retell a story read together.
2. Students volunteer thoughts as teacher writes them down for all to see.
3. At end of each contribution, the teacher reads sentence aloud running finger under the words as they are pronounced, checking to be sure she has written what student said.
4. When story is completed, the teacher reads it aloud again.
5. Students are encouraged to join in a second reading of story, reading any part they can remember.
6. Various activities can follow at this point. Some include:
   a. Boyd Technique (See p. 110.)
   b. copying story
   c. students underline all parts they can read
   d. cloze excercises: (1) teacher can erase words, read story and have students tell missing word or (2) students can do a writing or listening cloze as described on pp. 111 and 112.
   e. Word Families: Teacher uses familiar words to make new words (Example: and, hand, sand, grand, land)

Decoding: Phonics

One method used to help develop decoding skill. Despite irregularities of spelling, the concept of sound-symbol relationship is an important strategy for literacy development.

Initial consonant spellings are usually regular and a good starting point for phonics work. Using sounds in context of a syllable is appropriate since producing individual consonant sounds is extremely difficult and often distorted. Working with syllables simplifies learning to read.

1. Students must have done enough pre-literacy work to be familiar with the letters.
2. Teacher decides on specific consonant.
3. Teacher writes consonant on board or flash card (Example D d).

4. Teacher introduces letter, clarifying which is capital and which is small.

5. Teacher gives some examples of words beginning with d: day, December, door, dime.

6. Teacher reads list of words for auditory discrimination practice. Students indicate which words begin with d: day, book, doughnut, door, man.

7. Teacher elicits "d" words from students.

8. After practice in recognition of consonant in intial sound, teacher asks students to circle words that begin with designated letter.

   doctor
   bill
   drive
   women
   do

9. Teacher uses same technique to show "d" as final consonant.

10. Various phonic worksheets can be designed in which students fill-in or circle initial, medial, or final consonants.

Decoding: Word Families (Linguistic Approach)

As with the phonic approach, this approach, sometimes referred to as the linguistic approach, is used to help students see sound-symbol relationship. Word families are groups of words which share a number of letters; for example, neat, seat, meat or sin, sit, sip.

It is best to build on small words with which students are already familiar. Since they can already read these words (e.g., in, it, at), it is easier for them to add to them and recognize new words.

1. Teacher presents familiar word in context. Example: Call me at 3:00.
2. Teacher reads sentence.
3. Teacher asks students to read with teacher and alone.
4. Teacher asks students to find and circle at.
5. Teacher explains there are other words with these letters.
6. Teacher reads list of words, asking students to listen for at in the words: bat, cat, hat, fat, sat.
7. Teacher explains we make these words by putting extra letters in front of at.
8. Teacher demonstrates by writing new words on board. Teacher does first two words:

   "If we put b in front of at, we get bat."
   "If we put c in front of at, we get cat."
   What word do we get if we put h in front? etc.

9. Students work in pairs with index cards which have individual consonants and at. One student makes word, other reads.

10. Students write out new words.

(Reading Approaches have been adapted from A Handbook for ESL Literacy by T. Bell and B. Burnaby, Toronto, Ontario, Canada: OISE Press, 1984.)

PRE-LITERACY COMPETENCIES

Before attempting literacy techniques with students, be sure that they have developed reading readiness skills. In order to begin reading, students should be able to do the following.

(1) match two objects (or more) that are the same;

(2) identify differences among objects;

(3) sequence pictures to correspond to oral story;

(4) match symbols that are the same;

(5) say letter name;

(6) identify capital and small letters;

(7) match written letter with letter name;

(8) recite alphabet orally;

(9) copy letters;

(10) take letter dictation;

(11) print.alphabet in order without prompting;

(12) orally count objects, pictures, and symbols from 0-100.

(13) match written number symbol with sound;

(14) match given number of objects, pictures, or symbols with correct written numeral;

(15) sequence flash cards from 0-100;

(16) copy numbers;

(17) take number dictation;

(18) write numbers 0-10 without prompting;

(19) sight read own name;

(20) sight read survival vocabulary (boys, girls, men, women, exit, open, close, fire, do not enter, push, pull, danger, stop, walk, don't walk);

(21) recognize sound/letter relationship in critical positions and long and short vowels.

ESL LITERACY TECHNIQUES AND ACTIVITIES

Boyd Technique

Material is introduced orally and visually by teacher who associates it with what is already known by the students, usually a number or a letter. This technique is especially good for introducing and practicing new material. For a more detailed discussion, see Before Book One (Boyd and Boyd) and Images and Options in the Language Classroom (Stevick).

1. Teacher prepares material with letter or number codes and writes on board. (See example below)
2. Teacher presents material and isolates words or phrases for practices.
3. Teacher passes out large word card (8½ x 11) with words or phrases that correspond to board material.
4. Teacher asks individuals to match their word or phrase with one on board.
5. After practicing number 4, teacher says individual word or phrase and students give number.
6. After students are comfortable with number 5, they assume role of teacher.
7. After students are confident with this activity, teacher gives number and students respond with word.
8. Students again assume role of teacher and continue to practice.
9. Students should now be able to practice entire passage. Teacher can use dyads for this activity.

EXAMPLE:

Mrs Kim	wants	you	to call	tomorrow	at 4:00.
①	②	③	④	⑤	⑥

NOTE: This activity moves from the less demanding activity of matching visual with visual (# 4) and sound-symbol (# 5 & 6) to the more demanding activity of actually reading the word (# 7 and 8), and finally the passage (# 9).

Bingo

Good to use for word recognition and sight word practice. Bingo can be even more fun if students generate their own material for the squares.

1. Teacher gives topic to class (e.g. "food"; "health"; "housing"; "clothing"; "school", etc.)
2. Students brainstorm words related to topic.
3. Teacher writes words on board.
4. After students have come up with as many words as possible, teacher passes out blank Bingo grids.

5. Students copy selected words in various squares (Teacher must be sure to emphasize to students not to copy words in order from board.)
6. As students copy selected words on grid, teacher copies all words on individual strips of paper. These strips will be used to call the words.
7. Pass out markers and begin game. Teacher begins by putting strips of paper in box and pulling strips out, one by one, and reading individual words.
8. Winner trades places with teacher and call's out words.

Charades/Pantomime

Good small group or dyad activity.

1. Write words on card.
2. Have students take turns reading words and acting out.
3. Other students guess word being pantomimed.

NOTE: This activity can be done as a preliteracy activity using letters and numbers.

Picture Charades

Students demonstrate understanding of certain words. (social security, hospital, welfare, school, etc.)

1. Write words that students have practiced and can illustrate on index cards.
2. Put cards face down on small table.
3. Divide students into two teams.
4. One student from each team goes to table and turns over top card.
5. Students run back to groups and "draw" the word.
6. Other students guess meaning of word.

(Idea from Settling In, The Experiment in International Training, 1983)

Cloze

Students fill-in blank spaces in a written passage.

1. Teacher prepares handout with familiar passage, deleting every Nth word (5th, 7th)
2. Students read passage and fill-in missing word.
3. Students can check work with completed paragraph.

NOTE: This can also be done with dialogues.

Dictation

- Listening Cloze -

    1. Teacher prepares paragraph with every Nth word deleted (7th, 6th, or 5th, depending on students' level).
    2. Teacher reads passage as students fill-in blanks.

- Provide dictation below line for students to look at, if necessary.

    Example: ______________________________________

    Call Mrs. Jones at 4:00.

    The printed text can be covered by a sheet of paper, if not needed.

- Dictate numbers, letters, words, or sentences with which students are familiar.

Diaries

Students write whatever they wish. Teacher may react in writing. This is a good activity for creating an audience for the writer.

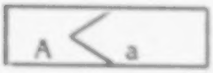
Students write whatever they wish without teacher reaction.

Color Cues

1. Use color-coded cards to teach word order in sentence.
2. Use color-coded strips to show when speakers change in dialogue.
3. Use color-coded strips to show question/answer format.
4. Use color-coded cards as cues for concentration game.
5. Use colored chalk to clarify various points (e.g., inflections, word order).

Shape Cues

1. Use shape cues to help beginning literacy students match letters (same letter or capital/small letter)

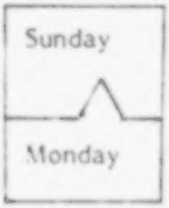


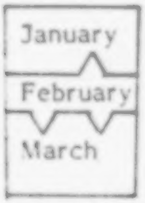
2. Use shape cues to help students put letters in proper sequence to make words. (See Matching Activity)

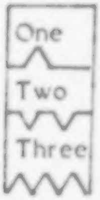
3. Use to help students match words with abbreviations (See Matching Activity)

4. Use to help students with sequencing days of week, months of year number words, etc.

EXAMPLE:







Dyad Activities

Gives students an opportunity to work at own pace, gain confidence by working with one other student, interact with classmates, perform more tasks in a class session.

Useful pair activities for literacy students include interviewing and recording information, sorting and matching sets of symbols and shapes, flash card practice, and information gap activities (See example below).

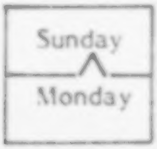
	A	
1.	Bread	Aisle 1
2.	Coffee	___________
3.	___________	Aisle 7
4.	Meat	___________

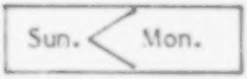
	B	
1.	Bread	___________
2.	___________	Aisle 4
3.	Produce	___________
4.	___________	Aisle 5

By asking questions such as "Where is the bread?" or "What is number 4?", both students try to fill-in gaps.

Matching (shape cues)

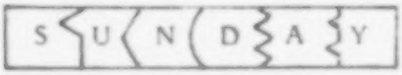
Use cut-up index cards to make jigsaw puzzle. Students work in pairs to assemble puzzle.





This can also be done as an individual activity.

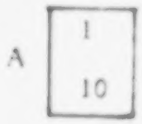
EXAMPLE:



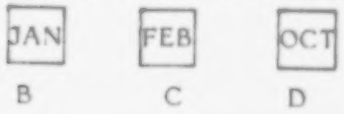
Question and Answer Run Around

One half group receives information which matches other half. Each student must find other student(s) with matching information.

EXAMPLE: One-half class has following type of card:



Other half of class has following type card:



Person A matches persons B AND D.

(Idea from Cindy Henderson and Betsy Portraro inservice workshop for Sacramento-Stockton Family English Literacy Project staff, January 17, 1987.)

Picture Stories (Pre-reading)

Used to reinforce left-to-right and top-to-bottom eye movement for beginning readers.

1. The teacher draws story (minimum of 3 frames).
2. Teacher tells story.
3. Asks class to retell story.
4. Students draw own story and tells it.

NOTE: If students want to know how to write some of words, teachers can write them down. This should not be overdone, however.

Role Play

Can be done to set stage for an experiential writing activity. Use words on large cards to identify various roles or characters for reading practice by students. Students take certain roles and act out specific situations.

1. Teacher presents role play.
2. Students are assigned roles with cards.
3. Students act out roles.
   NOTE: To assess whether or not students are reading character roles on cards, put cards all together on floor, assign roles orally and have students find their character in stack of cards. (Idea from Dr. John Driscoll, U.C. Berkeley ESL literacy class.)

4. Teacher can record role play and write script.
5. Students can listen to tape and follow written script.

Slides

Good for literacy students because of realness of pictures.

Variation 1:

1. Show slides.
2. Students discuss what they see.
3. Show slides a second time.
4. Students find specific items and circle words on worksheet.

Variation 2:

1. Show slides in sequence.
2. Elicit sentences from students.
3. Write sentences on overhead or board.
4. Students copy.
5. Show slides and read sentences students have generated.
6. Continue working with sentences from overhead or board.

Strip Story

Good sequencing activity. Can be used as pre-reading activity with pictures only or as reading activity with sentence strips.

1. Put pictures or sentence strips in separate envelopes (one for each group).
2. Divide class into small groups with number of students corresponding to number of sentences or pictures.
3. Each student takes one strip of paper.
4. Students arrange pictures or sentences in order.
5. After completion of task, teacher can write sentence on board and ask what sentences come before/after.
6. For an overhead projector, arrange part of picture sequence or sentence sequence in order, leaving out part. Ask students to tell what part is missing.
7. Follow-up could include individual work in which students rearrange or number pictures or sentences on a worksheet.

Survey

Students collect and organize information.

1. Prepare survey sheet.
2. Students collect information.
3. Students present results.

Name	Age	Number of Children
1.		
2.		
3.		
4.		

NOTE: Surveys may also be used for food and color preferences, size and composition of family, etc.

Concentration

Students attempt to match cards by remembering location. Can be used to match picture or symbol with word, word with word, subject with verb, etc. Easily played in small groups.

1. Lay cards face down in columns.
2. Students take turns turning over two cards.
3. If there is no match, cards are turned back over.
4. If cards are matched, student keeps cards and takes another turn.

Total Physical Response (TPR)

Students perform actions in response to commands.

1. Teacher acts out commands.
2. Students respond to commands with teacher.
3. Students act out commands several times, saying them if they want.
4. Students give each other commands in pairs.
5. Teacher introduces written form of commands on large card.
6. Teacher reads commands and acts out.
7. Teacher shows each card, pausing a little before reading it aloud, to allow students time for recognition.
8. Students perform commands first as group, then individually.
9. Teacher shows card in sequence without giving oral command. Students respond.
10. Cards are shown out of sequence and students respond.
11. All cards are displayed. Teacher reads command. Students point to appropriate card.
12. Students write down commands onto small cards and work in groups, reading instructions to each other.

(From: A Handbook for ESL Literacy, Bell and Barnaby, 1984.)

Classroom Materials For ESL Literacy

1. Realia
    - clocks
    - calendars
    - maps
    - real money
    - groceries
    - plastic fruit and vegetables
    - food containers
    - household objects
2. Flashcards
3. Games
    - Bingo (letter, sound, number, time, money)
    - Concentration
4. Pictures from magazines and published sources.
5. Tape recorder and blank cassettes.
6. Abacus
7. Signs (traffic, safety)
8. DMV Driver's Manual
9. Alphabet sets (cards and rubber letters)
10. 3x5 and 5x7 colored cards.
11. Cuisenaire rods
12. Small individual chalkboards
13. Colored chalk
14. Poster and butcher paper
15. Construction paper
16. Felt tipped pens
17. Brads (for making moveable TPR props)
18. Tapes of music (for imagry, relaxation)

GAMES

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GAMES

1. **Simon Says:** Students respond to commands (e.g. "Simon says walk to the window," or "Simon says take your pencil.") Students respond only when "Simons Says" is used in the command. When "Simon Says" is deleted, students do not respond. Students are eliminated if they respond to commands without "Simon Says".

2. **Hangman:** Students supply missing letters for words, phrases, or sentences. (e.g. A bird in the hand is worth two in the bush.)

3. **Letter Game:** One student begins by saying the name of an object in a specified category. The next student must say a different word which begins with the last letter of the first word.

Example: Category:	Parts of the body
S1:	elbow
S2:	wrist
S3:	toe
S4:	eye
S5:	ear

4. **Tic-Tac-Toe:** Draw a big tic-tac-toe grid on the board. Divide the class into two teams, the X's and the O's. First be sure that they understand how to play the game and have them practice by directing you where to put each team's X or O. This is good practice for commands and words for spatial description, such as top/middle/bottom row; left/middle/right column, or upper-left square; lower-middle; lower-right; etc. For beginning, literate classes, write the terminology on the board near the appropriate places on the grid.

When the game is fully understood, choose a category and put a different item from that category in each of the nine tic-tac-toe spaces. The team which chooses a square must perform some kind of activity with the item--make a sentence or question, spell the word--whatever activity you decide. Keep the same activity throughout a single game, however.

When playing the game, if a team member gives an incorrect sentence, then the other team gets a chance with the same item. If they get it correct, they get the point--and then may take their regular turn. If they miss it, then it goes back to the original team--and so on back and forth, until someone gets it right. Be careful that the stronger students don't monopolize this game.

(Adapted from an idea presented at TESOL '75 by Grace Scott, Instituto Mexicano-Norteamericano de Relaciones Culturales)

5. **Telephone or Grapevine:** Leader whispers one sentence or phrase in first student's ear. S/he repeats it to the next student and the sentence is passed around the circle. The last player says what he heard aloud for comparison with what was originally said.

6. **Make a Word:** A long word is written on the board (e.g. South America) and students try to form as many shorter words from those letters as possible. (e.g. our, or, the, mat)

7. **Odd Word Out:** Lists of four words are given (e.g. dog, cat, bottle, bird). The students pick which word doesn't fit and tell why.

8. **Progressive Story:** One student begins telling a story of his own making. After one sentence or when he wishes, he stops and the next student must continue his story. This continues until the story is completed.

9. **I'm Going To Grandma's:** The first player begins by saying "I'm going to Grandma's and I'm going to take an apple." The next player says "I'm going to Grandma's and I'm going to take an apple and a ball." The third player repeats that and adds an object beginning with C and so on using the letters of the alphabet. An alternative: use objects from one category, rather that the alphabet. (Example: food, health, school)

10. **Teapot:** One student thinks of verb and the others ask him questions about that verb substituting the word "teapot" for it (e.g. "Do you like to teapot?" "Can you teapot with your friend?" "Do you teapot in the morning?" etc.) They try to guess the verb.

11. **Twenty Questions:** One student thinks of an object. The class must ask yes/no questions and guess the object. Class must guess in twenty questions.

12. **Who Am I?:** Teacher prepares 8½ x 11 sheets of paper with the name of a famous person written on each sheet. Make the name large enough so that it can be seen in the back of the classroom. Tape one sheet of paper on the back of one student. All other students are allowed to see the name. The person who is "it" must ask class yes/no questions to determine his/her identity.

TEACHING SONGS

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How to Teach/Use a Song

Using the board or a song sheet, talk about the song. You might even take time for a vocabulary, cross-cultural, grammar lesson. Once students have an idea as to what the song is about, you can begin to sing it.

Step

1. Sing through first verse of the song.
2. Read first phrase or stanza. Explain.
3. Students repeat.
4. Sing the same phrase or stanza.
5. Students sing repeating what you have sung.
6. Build it up and put it all together and you have a song.

Ways to Use a Song

1. Once learned, it can be recited as a poem.
2. Act out the song.
3. Have students compose their own original songs and sing them to the class.
4. Singing contests.
5. Write or give orally a story about the song.
6. Use songs that parents' children learn in school (e.g. "Two Little Blackbirds," "Old MacDonald," etc.)

SONGS FOR CHILDREN *

1. **Ring Around the Rosies** (Age = Walking-preschool)

Ring around the rosies
A pocket full of posies
Ashes, ashes
We all fall down.

Get into a circle and hold hands. Walk around in a circle singing first three lines. On the fourth line, everyone sits on the floor ("all fall down").

2. **Eensty-Weentsy Spider** (Age = 4-5)

The eentsy-weentsy spider went up the water spout.	Start with thumbs and opposite index fingers connected. Turn wrists in opposite directions to reconnect thumb and index finger. Do this for first two lines.
Down came the rain and washed the spider out.	Hold fingers in air, bring down. Make circular motion with arms - from chest down and away from body.
Out came the sun and dried up all the rain	Hold hands together, making circle with thumbs and index finger.
And the eentsy-weentsy spider Went up the spout again	Same as lines 1 and 2.

* Ideas for these songs were taken from Parenting and Early Childhood Curriculum (Vol. II), 1985-1986.

3. **Old MacDonald** (Age = 7+)

Chorus:

Old MacDonald had a farm E-I-E-I-O.
And on his farm he had a cow E-I-E-I-O.

With a moo-moo here
and a moo-moo there
Here a moo, there a moo
Everywhere a moo-moo
Old MacDonald had a farm E-I-E-I-O.

(repeat above chorus changing animal's name and sound).
    duck - quack-quack
    pig - oink-oink
    continues adding to the list: chicken - cluck-cluck.

This is a good time to compare sounds animals make within different cultures.

Other possiblities:

Jack and Jill (age 3+)
Twinkle Twinkle Little Star (3)
Bingo (3-4)
Songs from native cultures.

VISUAL AIDS
AND
CLASSROOM MATERIALS

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VISUAL AIDS

Importance of Visual Aids

Visual aids are important for:

1. illustrating the meaning of new words and structures;
2. cuing class responses;
3. stimulating conversation; and
4. adding interest and color to the lesson.

Type of Visual Aids

Students learn best through a multi-sensory approach-- feeling, seeing, smelling, tasting, and listening. Try to appeal to as many of the senses as possible through visual aids. Include in your lessons:

1. actual objects
2. picture/stick figure
3. photographs
4. newspaper and magazine articles
5. slides, motion pictures (movies), transparencies and filmstrips
6. student murals
7. puppets
8. costumes
9. charts/pocket charts
10. flash cards
11. food
12. movement
13. music

Suggestions for Using Visual Aids

1. Use each visual aid as fully as possible. When you show a picture ask, "What is it?' "How many are there?" "Who's doing it?" "Is it big?' "What color is it?" "Do you like it?" "Can you do it?" "What's happening?" "Why is he doing it?" "Where is he?", etc. Try to lead your class from these structured responses to a free discussion.

2. Let the students conduct drills using the visual aids.

3. Have each lesson's visual aids at hand so you won't waste time setting them up during the lesson. You may ask a student to set them up for you, or you may want to talk and ask questions about the visual aid while you're getting it ready.

4. Don't block your visual aid from the students' view. It may help to write out your questions on the back of large visual aids so your head won't be in the way when you're using the pictures.

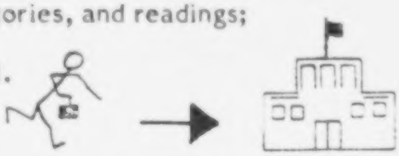
5. Have the students decorate a bulletin board in their classroom with materials about content you are discussing. Include such things as maps, snapshots, visual games, stamps or money, famous people, etc. Let the students bring in material also.

Using Available Visual Aids

1. **The Chalkboard**
   a. Use of stick figure and simplified chalk drawings to:

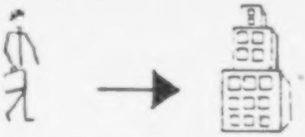
      1) illustrate patterns, stories, and readings;

         Bill is going to school.



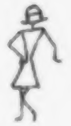
      2) provide simple substitutions;

         Bill is going to work.



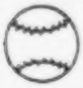
      3) provide extra dialogue characters;

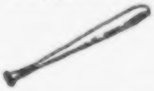
         This is Mary. She is my sister.

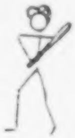


      4) define and clarify new vocabulary;

         baseball baseball bat baseball player

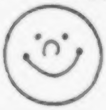


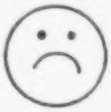




      5) elicit desired responses.

         He is happy. He is sad.





   b. Use of colored chalk to indicate changes or similarities in structure.

   c. Use of pointer to refer easily to pictures, words, and sentences on the chalkboard.

2. **Body Language**

   Teacher's use of actions and gestures to illustrate personal pronouns, place direction, activity, etc. as he/she models patterns (e.g. "I" "my" "here" "big" "play soccer" etc.).

3. **Objects in the Classroom**

   Use of available classroom objects such as pens, pencils, pictures, etc., to illustrate and accompany patterns and to provide simple and natural substitutions.

4. **The Textbook**

   Use of the pictures accompanying the lesson as a means of arousing students' interest in what is being studied.

5. **The Overhead Projector**

   Use of the overhead projector with transparencies which you project onto large pieces of butcher paper so students can trace the projection or write in missing words.

REFERENCES

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